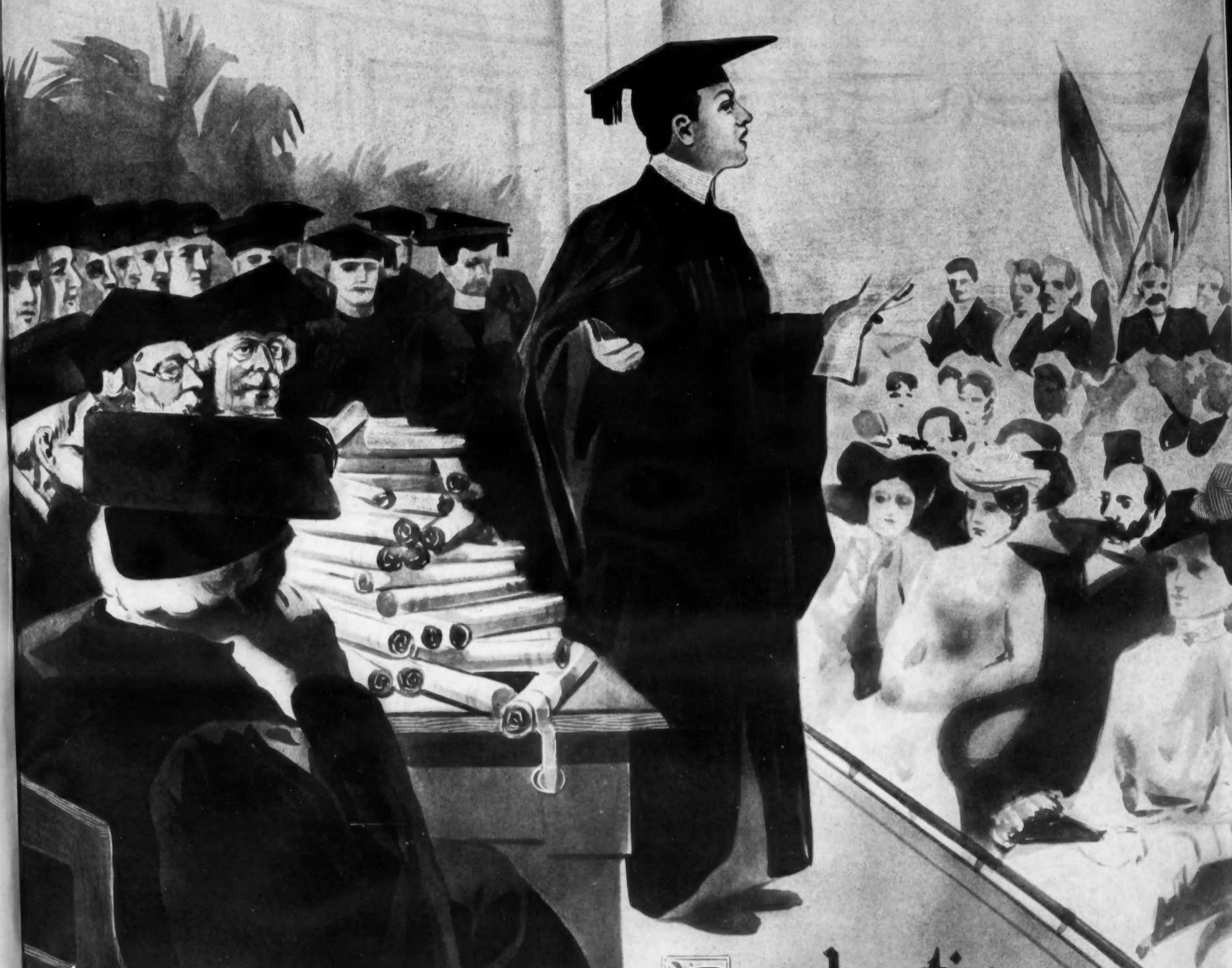


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Graduation  
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May

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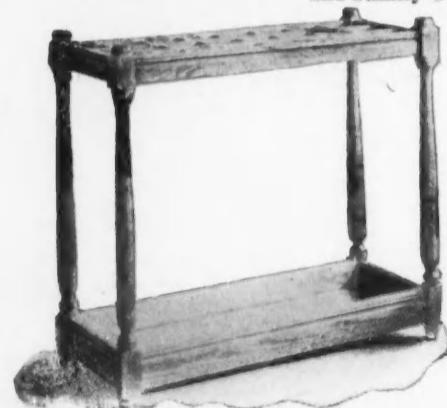
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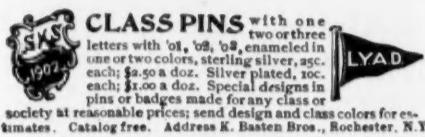
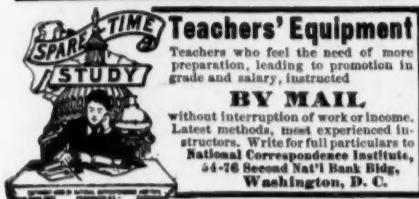
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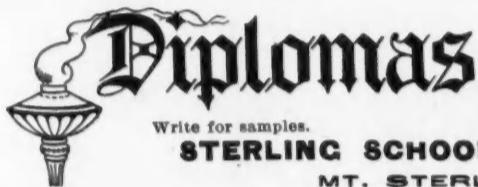
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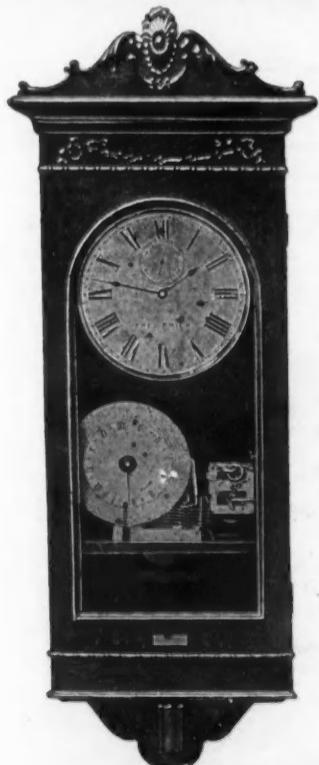
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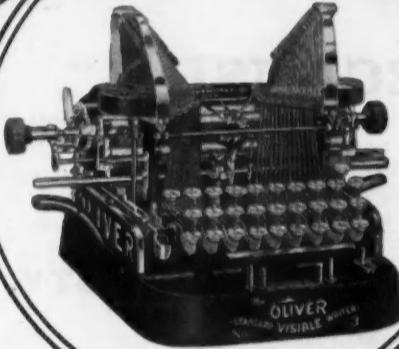


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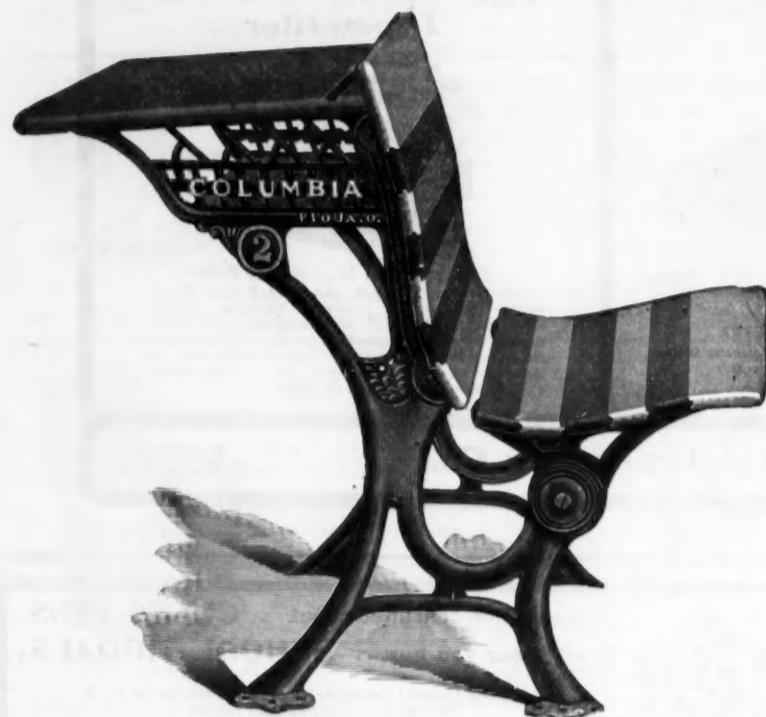
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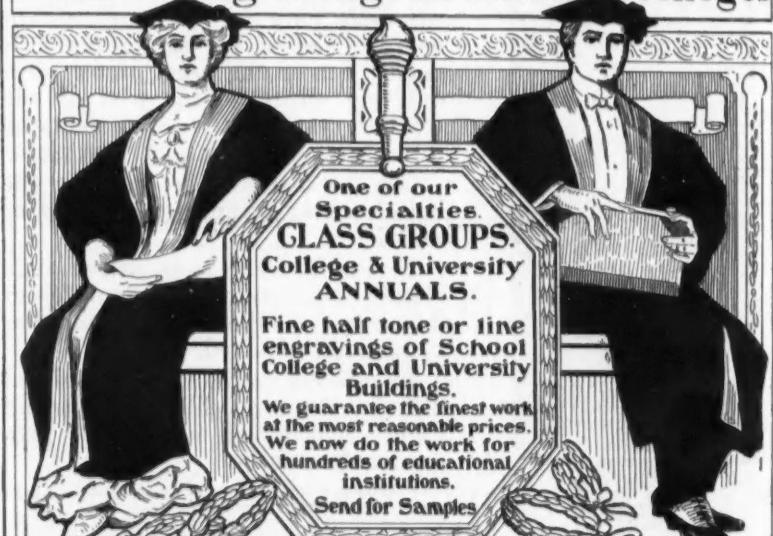
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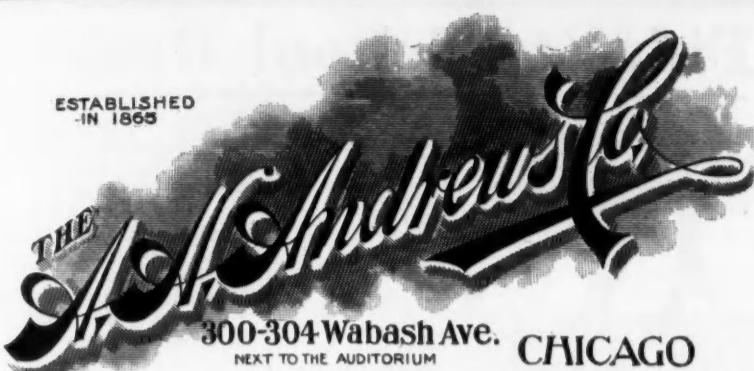
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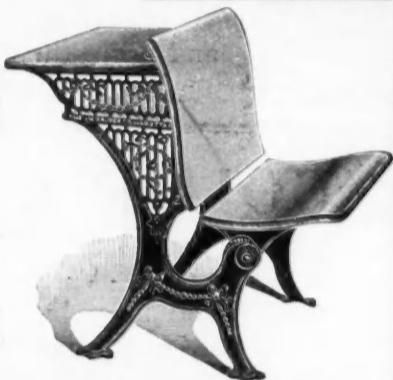
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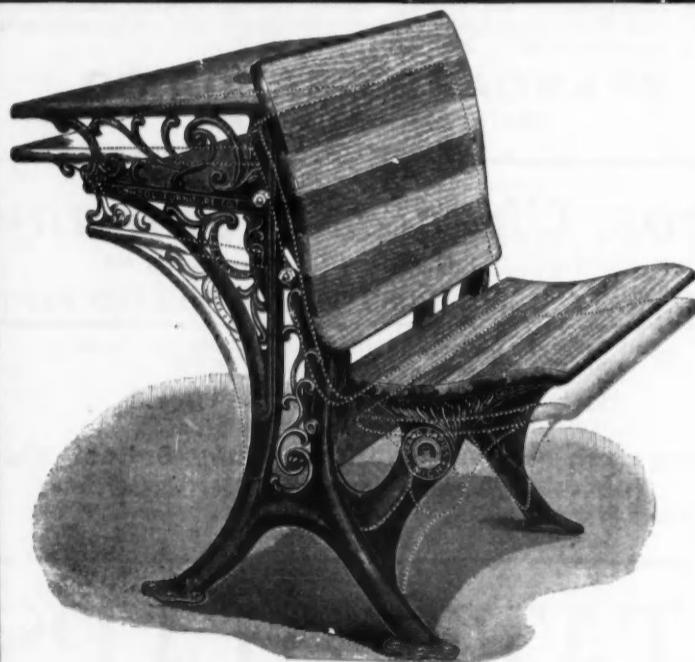
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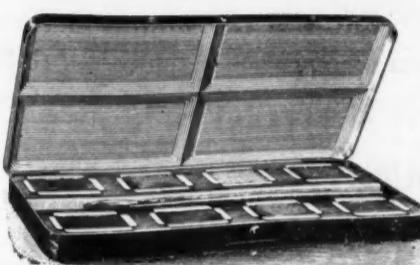


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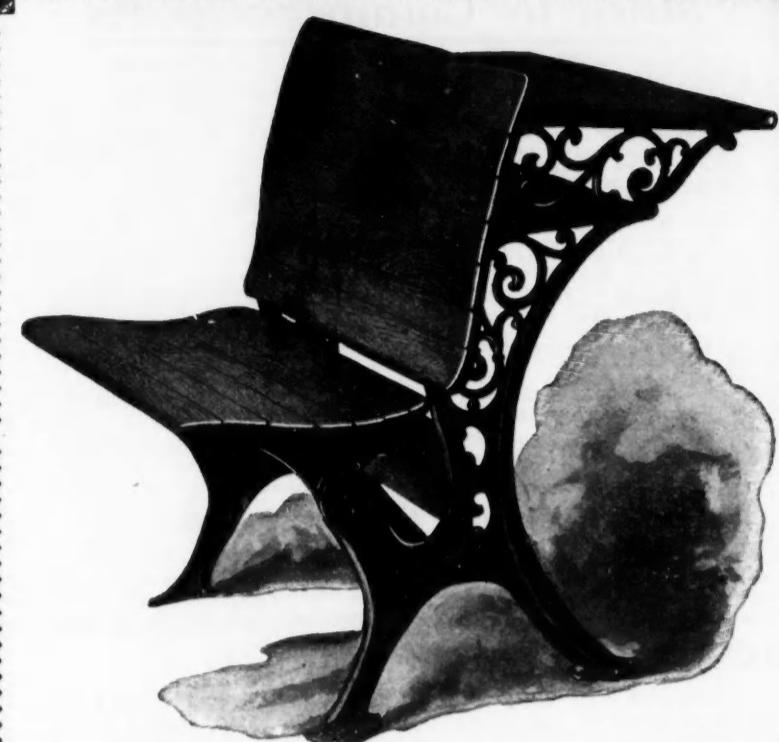
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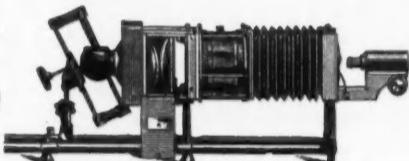
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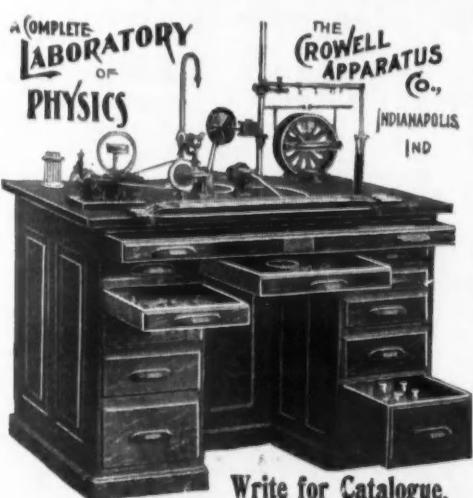
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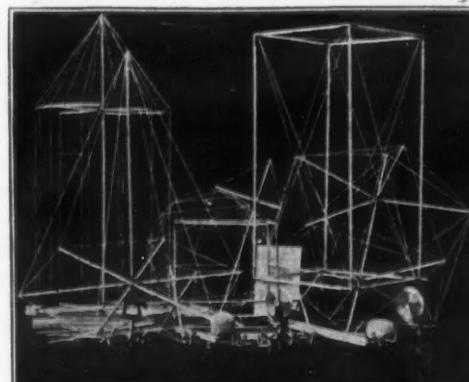
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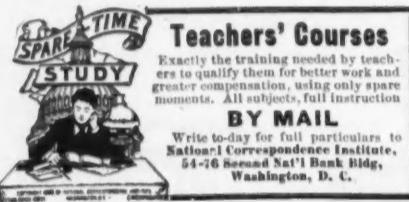
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# School Board Journal

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The School Book Commissions of Kansas and Utah will, during the present month, make important adoptions  
of text books for the public schools of these two states.

## School Board Journal



Owensboro, Ky. Superintendent Rhoads on being appealed to for his interpretation of the law on the matter of whether or not a tax once voted for graded school purposes can be discontinued and, if so, how and where, gave the answer that the power that made a law could unmake it and that the tax for graded school purposes, once voted, could be repealed at the will of a majority of the voters. State superintendent H. V. McChesney has declared unequivocally that a tax once voted for a graded school becomes perpetual.

San Francisco, Cal. Judge Hunt has made the decision that the school board has no power to suspend a teacher against whom charges have been preferred pending a trial on the charge.

Wisconsin. State Superintendent L. D. Harvey was called upon to decide the question, whether or not, a boy who is attending school in Milwaukee but whose parents reside in Europe should be exempted from paying tuition. His decision was as follows: "The courts have held repeatedly that when a person of school age resides in a place not solely for the purpose of securing an education, that he is entitled to attend the public schools there free of charge. It does not matter whether he is a citizen or an alien. The law specifies that residents of school age are entitled to attend public school free of charge. The term residents takes no cognizance of the fact whether the persons are citizens or aliens; it covers both."

Memphis, Tenn. A section of an act pertaining to school Commissioners reads: "Each Commissioner shall be a man of good moral character and temperate habits. He shall be able to read and write and shall have a general knowledge of the common branches of learning sufficient to enable him to judge of the qualifications of teachers."

Syracuse, N. Y. Corporation Counsel A. H. Cowie, announced a ruling which relates to the appointment of the janitors, taking the power of appointment from the Board of Education and giving it to the City Engineer, who under the new charter is made Superintendent of Public Buildings. This ruling affects the janitors of thirty-five schools.

Under the law, providing that after the commencement of a school a teacher may be dismissed, on the petition of a majority of those entitled to vote at school meetings, on due notice and good cause shown, the taxpayers are not entitled to an injunction restraining the trustee from paying a teacher his salary, and restraining the latter from teaching a school, where it is specifically found that there was no petition filed with the trustee requesting him to dismiss the teacher, and no notice was given to the teacher that any such request would be made or presented to the County superintendent. *Rumble v. Barker, Ind.*

In a contest between two school teachers as to their right to teach the same school, growing out of the action of the trustees in dismissing the plaintiff and employing the defendant, an injunction will not lie to enjoin defendant from teaching the school, where the plaintiff failed to appeal such dismissal to the county superintendent of schools, as is authorized by the law, empowering the school trustees to employ and dismiss teachers, but giving teachers, in case of dismissal, the right to appeal to the County and State superintendent. *Moreland v. Wynne, Texas.*

### Corporal Punishment.

Infliction of bodily pain by teachers is allowed in twenty-five of the great cities, of this country, of over 100,000 inhabitants.

Corporal punishment is forbidden by law in the boroughs of Manhattan, Bronx and Richmond, Greater New York; in the entire state of New Jersey; in Chicago, Baltimore, Cleveland, Syracuse and Toledo.

Philadelphia, Pa. There is no written rule, but corporal punishment is said to have been abandoned by common consent of teachers.

St. Louis, Mo. A thrashing can be administered to a youngster at school only by a principal, or in the latter's presence and with his consent. According to the rules, such application of pain must be avoided as far as possible, even under the limitations specified.

Boston, Mass. Blows upon the hand with a rattan are the only means of corporal punishment permitted. Even this is forbidden in high schools and kindergartens and as to girls in grammar schools. Each case must be reported through the principal to the superintendent.

Buffalo, N. Y. Except when the superintendent gives permission to other teachers, only a principal can inflict bodily pain.

San Francisco, Cal. Either a strap or a rattan must be used when the necessity for corporal punishment arises. All girls are exempt, but boys below the high school are eligible in extreme cases of naughtiness. The honor of wielding the strap or rattan is reserved, in all cases, for the principals, who may, however, delegate their duties to vice-principals, but to the latter alone.

Cincinnati, O. Blows upon the head, and violent shaking of pupils are prohibited. Blows upon parts of the anatomy not specified can be applied upon extreme provocation, but not on account of failure in lessons or recitations.

New Orleans, La. Lonely confinement and blows upon the head are forbidden in the schools. Whenever a milder means of corporal punishment is resorted to it must not be inflicted in the presence of the victim's classmates or during the lesson in the course of which the offense is committed. It can be applied only in extreme cases, as a last alternative, and only by the principal or by his express authority.

Detroit, Mich. Corporal punishment must, according to the rules, be avoided, if possible, and when resorted to it can be inflicted only with the full knowledge and consent of the principal.

Milwaukee, Wis. It is forbidden to shock innocent pupils by the sight of the chastisement of a classmate, and lonely confinement is prohibited. Excessive punishment is forbidden and whatever correction is applied to the body of the miscreant must be reserved for the principal's infliction. Whenever the latter dignitary resorts to such extreme measures of discipline he must report the fact within the month to the superintendent.

Washington, D. C. Corporal punishment is allowed, the teachers are permitted to inflict it, although the rules state that it must be avoided if possible. All cases must be reported monthly to the principal and, through the latter and the supervising principal, to the superintendent.

Louisville, Ky. Confinement in closets or cruel punishments of any kind are forbidden by the manual of the board. Mild punishment may be inflicted after the nature of the offense shall have been fully explained to the miscreant's fellow pupils.

Minneapolis, Minn. Written consent from parents is essential before corporal punishment may be inflicted. The principal alone may resort to such discipline, after all other means of reform have failed.



MRS. E. L. REED,  
President Board of Education, Anoka, Minn.

Providence, R. I. Parents' consent must be obtained. Corporal punishment is not allowed above the primary grades.

St. Paul, Minn. Only to repel violence can corporal punishment be resorted to by teachers.

Indianapolis, Ind. Teachers are requested to avoid corporal punishment so far as possible and inflict it only in the presence of their principal. The latter must immediately report the circumstances to the superintendent.

Kansas City, Mo. If a parent or guardian, duly notified by the school authorities of needed correction, will administer the necessary punishment, no additional pain is inflicted by teachers. If parents or guardians neglect the duty thus imposed upon them, the teachers may then apply chastisement, not in the sight of the school, but at the close of the session, in the presence of two other teachers or the superintendent.

United States Commissioner of Education, Wm. T. Harris, has sent to the Charleston exposition a unique series of wash drawings depicting the evolution and history of corporal punishment as inflicted in the schools of the world.

Columbus, O. Corporal punishment must be inflicted in the school room, when resorted to at all, according to the regulations. The pupil's teacher only can apply such punishment, when all other means have failed. The principal must be the judge in special cases.

Cambridge, Mass. When pupils persistently violate rules of conduct, the superintendent may give written authority for a teacher to continue the infliction of corporal punishment during the remainder of the school term.

### Sufficient Cause.



Superintendent—So you ask for the dismissal of the teacher on the ground of mental incapacity. What proof have you that she is insane?

School Director—Who said she was insane?

Superintendent—Why, you say she is mentally incapable.

School Director—Yes; incapable of understanding that I'm boss.

# Commencement Exercises

## How Various Cities Conduct Graduation Exercises.

Duluth, Minn. Two evenings are given to the graduation exercises—"Class Day" and "Graduation" proper. At the later, essays are read by five honor pupils, the standing throughout the course determining who these shall be. On the evening of Class Day a more popular form of entertainment is given, including the "Prophecy," "Class History," etc. The participants for the occasion are elected by the class and faculty. Music is furnished both evenings by the graduating class, assisted by an orchestra. The Sunday evening before graduation the entire class listen to a baccalaureate sermon, either at one of the churches or at the High school assembly hall.

Terre Haute, Ind. The commencement exercises consist of a lecture, music and the awarding of diplomas. An admission fee is charged.

Newton, Mass. As many graduates as possible take part in the exercises. Advice is given on dress, but no established rule exists.

Schenectady, N. Y. Orations are delivered by honor scholars of the graduation class.

Salem, Mass. Flowers sent to pupils are held till after the exercises.

Springfield, O. Ten of the graduates deliver orations and read essays.

Covington, Ky. The graduation exercises vary; this year there will be a class night, when all take part, and the regular graduation exercises, in which about ten of the class will participate.

Somerville, Mass. For nine years a lecture by some noted educator, or other public man, has prevailed in place of the customary exercises at commencement.

Wilmington, Ill. A special committee appointed to investigate the advisability to regulate the costume to be worn at the graduation exercises unanimously reported that such a step would be an unwise departure from the custom which has heretofore prevailed upon such occasions, and would serve no good purpose, but would entail unnecessary and additional expense upon the graduates.

Harrisburg, Pa. The board has decreed that hereafter the high school graduates at the various exercises incident to their graduation shall wear cap and gown.

St. Joseph, Mo. There are five or six prizes awarded each year at the graduation exercises.

Fort Wayne, Ind. The custom in holding graduation exercises is to have a salutatory address and a valedictory address from the two honor pupils of the class. In addition, an address by some noted educator or public man.

Fremont, Neb. The plan of having an orator address the graduation class has been in vogue for many years. Dr. A. E. Winship, of Boston, has been engaged this year.

Superior, Wis. A rule of the board provides that at the graduation exercises the attire of the graduates shall be modest, plain and inexpensive; and no presents of any kind shall be given by any one or received by any pupils at any such exercises, except prizes offered by citizens and approved by the board, for scholarship and attainments, which may then, at such public exercises, be awarded and distributed to those entitled to receive the same.

Elizabeth, N. J. It is the custom to charge an admission fee to the exercises, but each graduate is given two tickets. Flowers are permitted to be given, however, not publicly. The gradu-

ates are advised to dress simple.

Jacksonville, Fla. Duncan U. Fletcher, president of the board, is of the opinion that the customary graduation exercises stimulate the students and create an interest which would be lost by substituting a lecture.

Johnstown, Pa. Graduates take part in all the exercises.

Peoria, Ill. It has been the custom, for the past ten years, to have at the graduation exercises a salutatory and a valedictory given by two graduates, elected by the class, and a lecture by some distinguished public man. The exercises are held in the Coliseum or Opera House, and no charge is made for admission. Each member of the class is furnished with ten tickets for his friends which entitle them to reserved seats. Flowers are permitted, but they are received from the back of the stage and not in front, and must be delivered an hour before the exercises begin. No attempt has been made to regulate the dress of the graduates, and no prizes are given.

St. Joseph, Mo. E. A. Donelan, president of the board, is of the opinion that it is more satisfactory to parents and friends to have all the graduates take part, where there is a limited number of graduates. To do away with any noticeable distinction between the dress of graduates he makes the suggestion that the boys get together and buy their suits at wholesale—the girls to do the same thing in buying their lawns or swisses.

Norfolk, Va. Prizes are offered.

East St. Louis, Ill. Last year, on account of the size of the graduating class, a lecture was substituted for the customary exercises—will be repeated this year.

Springfield, Mass. The chief attraction of the graduation exercises is an address by some distinguished person.

Richmond, Va. Flowers are permitted to be presented to the graduates during the exercises.

Akron, O. It is the custom to assign each graduate a place on the programme. However, W. E. Slabaugh, president of the board, is in favor of an address by a person of large experience in educational matters instead of the three-minute speeches or essays by the several graduates. While flowers are permitted they are not presented during the exercises.

Lincoln, Neb. Supt. C. H. Gordan suggests that a good concert be substituted for the customary commencement exercises. He says it is impossible, when there is a large class, for all the graduates to take part, and he does not think very highly of the lecture plan.

Binghamton, N. Y. Five representatives of the graduating class and an address by some well-known educator, or other public man, completes the exercises.

Cambridge, Mass. The graduation exercises consist in part of exercises by a few of the graduates, and in part of addresses by persons prominent in educational or literary work.

Dallas, Tex. Formerly, some prominent citizen was invited to address the graduates, but this practice has been discontinued. The present custom is to have, on the programme, about ten members of the class, five who secured this distinction on account of their high standing—five chosen by the class. An admission fee of 25 cents is charged.

Grand Rapids, Mich. Of late years a noted educator, or public man, has been the principal

feature of the graduating exercises.

Allentown, Pa. The usual commencement exercises are held, however, with only a limited number of the class participating in the programme. A gold medal is offered as a prize to the first honor pupil.

Nashville, Tenn. The graduating exercises this year will consist of a salutatorian, a valedictorian, singing and a lecture by some outside party. The pupil obtaining the highest scholarship mark is awarded the valedictory.

Charleston, S. C. The board regulates the dress of the graduates.

Pueblo, Colo. A nominal admission fee is charged to the graduation exercises. Flowers are permitted. The graduates are requested to dress simple.

Paterson, N. J. Graduation exercises are held in all the grammar schools at the close of the school year in June. No effort for any display is made, the exercises being simple, short and interesting. Prizes are not offered and the giving of flowers is discouraged. The dress of graduates is not regulated, but the board and teachers encourage simplicity in every form.

Oshkosh, Wis. Last year the board paid an orator \$40 to address the high school graduating class. This year the superintendent and principal are to deliver addresses, in order to eliminate the expense of paying a speaker.

When the question was up for discussion in the board, Commissioner Mallery stated that he believed the best plan would be to have the graduates give an oration or read an essay, which he thought would act as an incentive and would be looked back upon with pleasure, and he for one preferred the old fashioned graduating exercises again. Commissioner Geiger observed that such an idea was correct if all the pupils were to be preachers or lawyers, and expressed the hope that they would not all be politicians. He said: "The board of education would secure more benefit and knowledge by visiting the school when the final examinations of the seniors are in progress, than by attending exercises in a body and sitting on the platform to be admired by their fellowmen."



SUPT. WM. H. ARMSTRONG,  
San Juan, Porto Rico.

# For Busy Superintendents.

## A Note to Superintendents.

H. E. Kratz, the present superintendent of the Sioux City, Ia., schools, has been elected to succeed Frank W. Cooley at Calumet, Mich., at a salary of \$3,000. The latter has been elected superintendent at Evansville, Ind.

Hon. Charles R. Skinner, state superintendent of New York: "More and more there is a tendency to overcrowd courses of study. This tendency is not confined to schools of a particular class, but is, perhaps, more marked in the higher grades. Our schools are evidently trying to cover too much ground within a specified time. Our children are being hurried forward too rapidly. This policy certainly tends toward superficiality. We are paying too little attention to a well-grounded preparation in what are usually denominated as essential or fundamental branches. Our children are hurrying too fast from one grade to another, from one subject to another, without mastering the successive steps by which they expect to rise. There is danger of our becoming a nation of poor spellers, readers and writers. Arithmetic, geography and grammar are thrown aside too early after insufficient study, and pupils are hurried through essential subjects to give more time for experiments and fads. We are not teaching our pupils thoroughness. They rush through their terms and often graduate too young, more often carelessly educated, if we can really say they are educated at all."

Chicago, Ill. Supt. Cooley, in his last annual report, points out one of the great advantages this great cosmopolitan city derives from the establishment of the kindergarten. He says: "In some of the poorer districts of the city the kindergarten has a distinct value in addition to that usually considered. This value lies in its utility in teaching children of foreign parentage the English language. Experience in this city seems to show that the kindergarten, with its freedom of intercourse between teachers and children, is a much more effective agent than the primary school in teaching the English language. Children come out of our kindergartens, after a single year's experience, able to speak the language well, and get along as well as their neighbors. As we extend the kindergarten privileges in the city, such poorer districts, with their non-English speaking population, should be accommodated first. By means of the kindergarten we shall practically lengthen the instruction of the child in such localities by a full year, as he will then be able to enter the primary school and complete the work with his class; while, without this kindergarten training, or the training in the use of the English language, he is almost invariably compelled to remain two or more years in the first grade."

Butler, Pa. Supt. John A. Gibson: "There is a vast amount of talk about the training which the high school is supposed to give the young man or the young woman, but, in my opinion, much of it is misdirected. The high school is the people's preparatory school. It should prepare the students for one of four works of life. It should fit them to engage in commercial pursuits, for a college course, for teachers in the grade schools, or for the proprietors of homes, upon whom depend the future of this country and of the public school system."

Oshkosh, Wis. Supt. H. A. Simonds has recently been making visits to the schools of a dif-

ferent nature than heretofore, staying in the various class rooms for one or two hours at a time. He says that he finds that such inspections take time, but they are worth the time so spent. In a report to the board he calls attention to the fact that cursory visits of a few minutes each give only a superficial idea of the work, while by remaining for a longer time, the superintendent is enabled to find out more exactly the abilities of each teacher. He finds that every teacher has some one branch in which she is more successful than in others, and some one or more that she is weaker in than in the rest. These visits enable the superintendent to ascertain the strong and weak points of each teacher.

Peoria, Ill. Newton C. Dougherty, who was annually elected superintendent for the last twenty-five years, was elected for a term of five years recently. The board evidently began to think that it was being overworked.

Lynn, Mass. Supt. Frank J. Peaslee: "The efficiency of a school system depends largely upon the efficiency of its corps of teachers. Therefore this matter of efficiency of the teacher is a most important one. Absolute inefficiency can neither be cured nor endured in a school system. It must be eliminated by filling the position by a better qualified teacher. It is an imperative duty but by no means an easy one. Those who are doing good work should have no cause for fear. Indeed, I believe they should have the benefit of the tenure of office.

Teachers should be judged by their competency, not their age. The efficiency of many teachers increases with their years. But where age is accompanied by a decline of power that prevents the competent performance of essential duties it may necessitate the withdrawal from the work of one whose long and faithful service makes everyone regret to lose her from the force."

Reading, Pa. The superintendent recently informed the teachers that they must read the daily papers and keep the run of public events of importance, and added to this advice: "In my judgment, the teacher who says she never reads the papers is not qualified to teach."

Lincoln, Neb. State Superintendent Fowler is advocating the organization of high school districts and the consolidation of rural schools.

Madison, Wis. State Superintendent L. D. Harvey believes that the best plan for school boards to pursue when they want to engage new teachers is to hold personal interviews with them.

Gen. Thomas T. Toon, late state superintendent of public instruction of North Carolina, died February 19, 1902. The governor has appointed professor of English in the normal and industrial school, Greensboro, N. C.

The candidacy of Professor J. E. Bangs, for the office of state superintendent of public instruction of Illinois, on the Republican ticket, is announced.

Professor Bangs has a record as a teacher in the public schools of Illinois, covering a period of twenty years, first at Washburn, then as superintendent of the Fairbury schools, and since 1894 as superintendent of the Pontiac high school. He is well known as a student of pedagogy, and for several years past all his vacations have been spent as leader at teachers' institute meetings. Professor Bangs is a native of Illinois, about forty-five years of age, and regarded as a man whose eminent fitness for the high office, to which he aspires, merits the nomination and election.

Kansas. The state superintendent asserts that Kansas has the largest state normal school in the world.



MR. HIRAM BARNUM,  
President Board of Education, Binghamton, N. Y.

Bismarck, N. D. State Superintendent J. M. Devine has prepared a circular letter covering the matter of consolidation of rural schools, for distribution among the school boards of the state, to convey the department's ideas and information on the subject. Consolidation has become so interesting a topic in school circles of the state, that the correspondence of the department on this subject has become too voluminous to answer separately, hence the circular.

Providence, R. I. Walter H. Small of Chelsea, Mass., has been elected to succeed Horace S. Tarbell, as superintendent.

Jefferson City, Mo. The Supreme Court denied a writ of mandamus asked by the St. Louis board of education to compel the State Board of Equalization to assess the franchise of twenty-one different companies in St. Louis, at their full valuation, instead of the thirty-three and one-third per cent. valuation, as is the present custom.

## Observed His Contract.

When a teacher is offered a better position than he has at a better salary, the temptation to break his contract with the board and jump at the opportunity offered is strong.

We have recently commented favorably on teachers who have been able to withstand tempting offers and observe the conditions of their contract.

Supt. D. C. Gile of Arcadia, Wis., was offered an increase of \$300. at Lodi, a neighboring town. His board demurred and Mr. Gile remained.

The charge is frequently made that teachers as a class have no regard for their contracts with school boards. Mr. Gile will command the esteem of all school boards.



PROF. DURANT C. GILE,  
Principal High School, Arcadia, Wis.

## School Board Journal

### Promotions of Pupils in the Grades.

SUPERINTENDENT J. H. COLLINS, OF SPRINGFIELD, ILL.:

"This subject, 'Promotion, of Pupils in the Grades,' is one that has to do, mainly, with what is sometimes called the mechanism of a school system. There is some machinery connected with the running of schools. We are not able to get along without it.

"This is an age of machinery. The purpose of its introduction and use in any field of effort, is to conserve and to direct energy in order to economize time and labor; hence we hear much about labor-saving machinery; and, in its proper place, rightly used, it is a great blessing. In dealing with things, machinery has been made, by the skill and ingenuity of man, to do its work almost perfectly but in the development of character and in dealing with human souls, machine methods must be used with caution and care. To carry on the work of educating the children of a community, both efficiently and economically, we must have organization and there must be method and system in the management and direction of all the details, without which there is great waste. A course of study to be pursued by pupils is absolutely necessary, and it must extend over a definite period of time. This period must be divided into certain equal portions, and the amount of work of each must be clearly marked out.

"The pupils of a school must be graded and classified, not according to age or size, but in respect to their known proficiency in scholastic attainments. Each division of the time is known as a grade and the work outlined for that grade must be completed by pupils before they can be advanced to the next grade. As the work of the school progresses there must be a forward movement by pupils. Time schedules, reports and record cards have an important place and purpose in this advancement of pupils. The organization, the grading and the appliances and methods used in the promotion of pupils from one grade to the next higher, constitute an important part of a school system, and is known as the machinery of the school. If the system and its machinery are made subservient to the best interests of pupils and school, well and good.

"Schools organized and pupils classified so as to be advanced in an orderly way, step by step, are known as graded schools, each step being a grade higher in the scale of attainments than the one just below. If all of the pupils of a grade in a school could be made to step higher in the scale at the same time, to step alike, and to step the same distance, then our machinery would be perfect, and we could easily become machine teachers without doing any harm to anybody. Our machinery may be as perfect as

human skill can make it, but a machine by itself never adapts itself to the different kinds of material. The machine if started and let run will grind all materials alike. This will not do in dealing with the human.

"The course of study is constructed upon the theory that the average pupil will do a definite amount of school work in a definite time. This is good as a theory, but the fact is, there is a wide difference in the capacities and abilities of children of the same age, and the instruction must be adapted to the needs of all. No school can be so carefully graded that the pupils of any class can do equally well the same work. Then the difficulty that confronts us, is what to do with those pupils in the class who can do more work in the given time than is required by the course of study, or with the pupils below the average, who are unable to do all of the required work in the required time.

"Such conditions which are continually met with, make it necessary to adopt the instruction to the needs of the individuals of the class rather than to adhere to the requirements of the course of study.

"A supervisor of schools should see that a course of study is flexible enough to permit teachers to adapt the work to the particular class, and, at the same time, meet as nearly as possible the needs of the individuals. Almost any system of grading and promotion is subject to abuse. Weak points in every plan may be pointed out. The remedy is to adopt the best, if one can find a best; and then efficient teachers and close and efficient supervision will make it work fairly well, about as well as can be expected where the machine and the human enter so largely into the work. Recently an educational writer has said:

"One of the great educational problems of the present and one which most urgently awaits solution is how to cultivate the teaching habit, which, whilst it does not overlook the power that resides in numbers bent upon a common end, yet touches and directs the individual activity and interest."

"I want to endorse and supplant this statement by saying that from my own experience and observation, I believe that the weakest point in our schools is the inability, upon the part of so many of us, to give instruction to classes, and, at the same time, to meet adequately the demands of the individual. A teacher may be able easily to strike an average, but an average does not supply the wants or properly direct the activities of either the brightest or the dullest minds. Hence, there is loss.

"We are obliged in our crowded schools to make the work mainly class instruction, and we would not have it otherwise; because the advantages of this kind of teaching outweigh the disadvantages. The pupil isolated and taught alone, or in very small classes, is too often lacking in self-reliance and other qualities that contribute most to the formation of strong character and to the fitness for one's place among his fellows.

"A study of each individual and a careful grading and classification are steps in the solution of the problem; but as no two pupils are alike mentally, morally or physically, even when the best classification possible is made, it is still difficult to meet the particular needs of each.

"It has not been many years since promotions were made entirely upon the results obtained from final examinations. Of late years this has been gradually changed until now, about everywhere, promotions are based mainly upon the daily work of pupils during a school term. The examination has not been eliminated, but is held for other purposes than promotion. At the same time, schools are organized so that the class interval has been shortened. Classes are now a half year apart, or even less, and promotions are made at least twice a year. This has been brought about so that pupils can be promoted or

demoted at any time when it seems for their best interest. Strong pupils who do not have sufficient work in their classes can be advanced without skipping much work, and weak ones may do the work of the class over without losing a whole year's time.

"In order to ascertain what is being done in the graded schools of the country, a series of questions pertaining to examinations and the promotion of pupils, was sent to superintendents in nearly thirty cities in states from Massachusetts to California, and answers requested. These answers tabulated are as follows:

"1. How far apart are your classes below the high school? Ninety per cent., replied 'One-half year.' In several cities, in very large schools, classes are six or twelve weeks apart. This permits frequent readjustment and the promotion of a pupil at any time. One of the fundamental principles of pedagogy is to begin with the known, and, from this point of view, to advance to the unknown. There must be advancement if there is intellectual growth, but to advance too rapidly is to get lost in the unknown.

"2. How often do you make promotions? Eighty-five per cent., replied 'Twice a year.'

"3. Are final examinations held for promotions? Fifty-five per cent. answered, 'No.' In some of the cities they are held for pupils who have been absent so much that the daily record is of little value. In some instances, the examinations are held for those pupils who have not been promoted and whose parents are not satisfied. In several cities the record of the daily work and the examination together determine the promotion.

"4. Are promotions made entirely upon final examinations. All replied 'No.'

"5. Are promotions made upon the recommendations of teacher and principal without final examination? Seventy-five per cent. replied 'Yes.'

"6. If final examinations are held, are pupils who have made a high standing upon a subject in the regular work of the term, excused from final examinations upon that subject? Forty per cent. replied 'Yes.'

"8. If not, how do you mark? In words as poor, fair, good, excellent, in letters, or with figures 1 to 5.

"9. How often do you promote classes to the high school? Seventy-five per cent. replied 'Twice a year.' Some of the cities had introduced semi-annual promotions so recently that the higher grades were not yet affected by them.

"In nearly all of these replies the superintendents said that individual promotions were made whenever the work of a pupil seemed to warrant it. The present tendency in school work is to consider the needs of the individuals of a class of first importance, and to direct all efforts in teaching with this in mind."

#### Use of Oxford Cap.

Frequently the question arises as to the proper use of the Oxford Cap by students. Mr. Gardner C. Leonard, who is the director of the inter-collegiate bureau for Cotrell & Leonard, of Albany, N. Y., the leading manufacturers of caps, gowns and hoods for American colleges and universities, when asked for an opinion, said:

"With regard to the proper use for the Oxford Cap we would say, that the best usage is in favor of keeping the cap on during all the time that the wearers are standing up or in procession, except where the speaker is delivering a long address in warm weather, when it is quite permissible to remove the cap. When the class or faculty are seated it will doubtless be found more comfortable in many cases to remove the cap, but at all points where special impressiveness is desired, such as during the conferring of degrees, distributing of diplomas, etc., the cap should be worn."



PROF. J. H. COLLINS,  
Superintendent of Schools, Springfield, Ill.

## Expressions from School Board Presidents ON GRADUATING EXERCISES.

I favor the abolition of graduating exercises, for the reason that they take much of the valuable time of pupils for preparation and are expensive to the poor and of questionable utility to any one. I am opposed to substituting for these exercises, a lecture by some "noted educator or public man," for the reason that a noted educator or public man usually means a preacher or second-rate politician, who is seeking a little cheap notoriety.

The custom in this city is to have six or eight of the pupils, who have carried away the honors of the class, to display themselves in a dress suit and read a paper or deliver an oration composed by one of their learned friends, and upon which they have drilled before a mirror for months preceding the exercises. No admission fee is charged to attend the exercises. Flowers are permitted to be given to graduates by any person who has the desire to give them. Prizes are not offered. The lady teachers in the high school have given, in the past, some of their attention to the dress of the graduates, but as president of the board of education, I have never been called upon to select the wardrobe for the pupils.—Joseph P. Hanley, Toledo, O.

\* \* \*

The customary graduation exercises are an incentive to the scholars to do their best so that they may graduate with their classmates, and also interests the parents in our schools—therefor should be continued.

We charge an admission fee of fifteen cents to pay expenses. The graduates are allowed three complimentary tickets. Flowers are permitted, and I am in favor of it. In this land of roses no entertainment of any kind is complete without the beautiful flowers that abound all through this country. Prizes are not offered. The dress of the graduates is not regulated by the board, but I am in favor of it doing so.—Wm. B. Coffee, Vice-President, Tacoma, Wash.

\* \* \*

My personal preference is for the graduating exercises. It gives the graduate something to think about in preparing his essay and something of an idea what he must face if he has any desire to become prominent. Whenever the graduating class is small, I would favor exercises by the pupils, but where they are too large to give each one an opportunity, I would favor the employment of some distinguished man to deliver a lecture or speech.—Theo. F. Grefe, West Des Moines, Ia.

\* \* \*

I do not believe that all graduates should take part in graduating exercises; nor do I believe that all the time should be consumed by a lec-

turer. In our city it is the custom for six of the graduates (three girls and three boys) to participate, and in addition there is a half hour's address by a representative from one of the colleges. The essays and orations of the students are limited to seven minutes.

We do not charge an admission fee to the exercises, but distribute tickets gratuitously to the members of the board and the graduates. No flowers or gifts of any kind are permitted to be presented on the stage, nor do we offer any prizes. We do not regulate the dress of the graduates, but there has been considerable agitation of the subject, and in a recent address to the board, I suggested that the members of the board discourage as far as possible the present extravagance in dress for the various functions incident to the commencement, and also that they discourage the numerous class meetings which tend to interfere with school work.—B. F. Hunsicker, Reading, Pa.

\* \* \*

I favor the customary exercises, allowing such a number to participate as the allotted time will allow. Abolish the "noted educator or public man" and have his lecture or address at some other occasion. The graduation exercises belong to the graduates.

Our custom has been, briefly stated: Programme, music, prayer, chorus music, three or four essays, address by some public speaker (very often a minister), presentation of diplomas, etc. The plan this year is to have the class arrange the exercises, subject to approval of the school board, and to have no address. Admission by tickets; no charge could, consistently, be made. Flowers may be sent to the hall and are placed on the platform, but are never handed to the graduates, so distinctions are avoided. No prizes are given, nor is rank conferred, even the old-time honor of valedictorian, etc., has been done away with. Regulation of dress has not been attempted. I believe, however, that something should be done to reduce the expense that falls upon the graduates, incidental to their graduation. Classes here have usually shown good taste and avoided extravagance in the dress for graduation.—G. E. Nicholas, Pawtucket, R. I.

\* \* \*

At our High school graduation exercises, the faculty selects five and the class five graduates to prepare and deliver addresses or compositions, and the remainder of the class occupy seats on the stage and all receive their diplomas at the hands of the president of the board. We have on two or three occasions had an address by some prominent speaker, but it has never been very satisfactory. I favor the plan we have of late years adopted, that of selecting ten of the class to take active participation in the exercises.

We charge no admission fee, but issue tickets of admission, which are given to the members of the class for distribution among their friends. Presents and flowers are not allowed to be presented on the stage, but may be brought and delivered after the exercises are ended. We offer no prizes, and there is no regulation as to dress.—Jas. W. Patton, Springfield, Ill.

\* \* \*

I firmly believe in the continuance of the customary "graduation exercises" in which all the graduates take part, provided the number of graduates is not too large to make the exercises tedious.

In the graduating classes of our city, ranging from 140 to 150 graduates in each class, the



MRS. K. C. MCKNIGHT,  
School Director, Fifth Ward, Allegheny, Pa.

method of each graduate taking part in the exercises becomes impracticable, and so we have adopted the following plan: The pupils that have attained a certain standard during the four years in the high school are placed on the "honor list;" as a rule about twenty go on said list. From that number five are chosen by a competitive test to represent the graduating class on the night of commencement. The class furnishes the music for the occasion.

No admission fee is charged to these exercises. Each member of the board and faculty receive two tickets; each member of the graduating class six. The remaining tickets, if there are any, are given to those most interested in the class or the cause of education. We permit no flowers, offer no prizes and do not regulate the dress of the graduates. This, in brief, is the plan in vogue in our city, and it seems to give general satisfaction.—Frank Fife, Dayton, O.

\* \* \*

I believe in the continuance of the graduating exercises, in which each member of the class shall have some part. The old custom should be materially modified but not abolished. These exercises may be held in the High school during the day, or, if need be, two or three days prior to the presentation of certificates. To these exercises the parents and immediate friends of the class should be invited. At night a lecture by a noted educator may be delivered, and the certificates presented to the graduating class, in a theater or public hall.

In our city the plan outlined above is practiced. The evening lecture and the presentation of certificates constitute the programme of the public commencement at the theater. To this exercise a small admission fee is charged, excepting those holding tickets of admission from the superintendent. Flowers are permitted under certain regulations, but prizes have long since been abolished. No effort has been made to regulate the dress of graduates, except through the insistence of teachers upon simplicity.—A. O. Lane, Birmingham, Ala.

\* \* \*

After twenty years' experience as member of the Board of Control, I am led to believe that the customary graduation exercises, in which all the graduates take part, should be discontinued. To prevent unnecessary competition in school work, class rivalry and dress expense, I should substitute in place of the customary graduation exercises a speech by some educator or some man who has achieved distinction in public life. At the present time we hold graduation exercises in the auditorium of the Scranton High school, and seven of the graduates do all the work. Tickets for commencement are dis-



PROF. J. L. LAIRD,  
Superintendent of Schools, Fremont, Nebr.

## School Board Journal

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tributed as equitably as possible by the Board of Control. Graduates are allowed from five to seven tickets each, member of the Board of Control usually have from five to six. No admission fee is charged, no flowers given or prizes offered. We have never attempted to regulate the dress of the graduates, but if the present graduation exercises continue, the board will, in all probability, adopt a uniform or regulation dress.

While I advocate a commencement day that means a new life and a new vision to the pupil, I am thoroughly convinced that parents should not be put to any unnecessary expense when their children complete the course of study prescribed by the High school. Furthermore, class rivalry is not to be encouraged. I favor a commencement address, particularly, because I believe on that day all pupils should be equal in the sight of the community.—John Gibbons, Scranton, Pa.

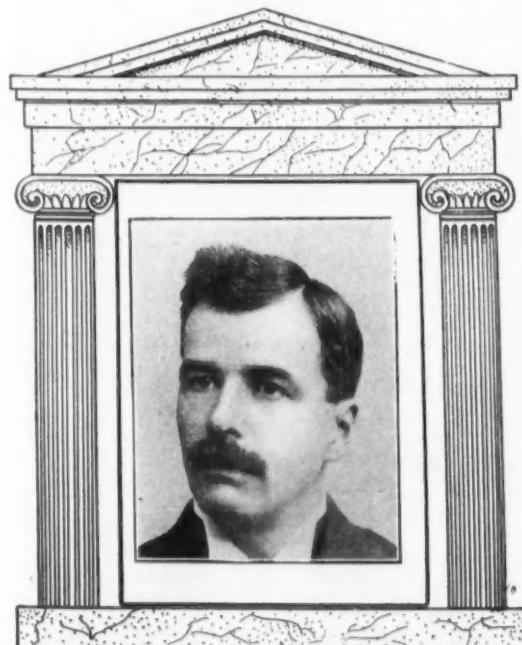
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Having but recently assumed the duties as a member and president of the board of education, I will attempt to outline the programme of the graduation exercises of our schools for this year. The course pursued by the preceding school boards of this city has varied. Some years all the graduates would read essays, which, in my opinion, is embarrassing and tiresome, not only to the graduates but to the people who listen to them. This year we shall have a class night, the programme of which will be arranged by the students, as in the past two years. The following night the programme of the graduation exercises will be as follows: The exercises will begin with a prayer, followed by the president or superintendent, who will give a resume of the work done. Next on the programme will be the salutatorian. He will be followed by some noted educator or public man, who will deliver the address of the evening, and then in order will follow the valedictorian and the conferring of degrees. I think a programme of this kind will be more pleasing to the people, generally, than one of the customary graduation exercises or only a lecture by some noted educator or public man.

We do not charge an admission fee to the exercises, but issue a limited number of tickets. In regard to flowers, there has never been a fixed rule. The students have decided to omit flowers this year. The board does not offer prizes. There has been no occasion to regulate the dress of the graduates.—Geo. Leonard, Newport, Ky.

\* \* \*

Two methods have been tried in this city.



WM. F. SEWARD,  
School Commissioner, Binghamton, N.Y.

One was to invite a lecturer, the other to allow the faculty to select five and the class to select five from the graduating class to deliver orations. The one most popular is the class programme and orations by its members. The people, we feel, will never lose interest in hearing from the young people on this occasion. There are other times when they can listen to lectures. This is one of the many ways they have of testing the efficiency of the work done by the High school.

We charge a ten cent admission fee, which is devoted to paying the expenses of the graduation exercises, including programmes and music, on this occasion. We permit flowers, but they are delivered at the side entrance before the programme begins and placed behind the curtains on a large table prepared for the purpose. At the close of each oration a little girl goes on to the stage and presents the party with a bouquet, and we see that no one is omitted. All possibility for humiliation and discrimination are thus avoided. We confer no prizes because there is a species of discrimination by way of special talents which one person may possess over another for public speaking, though the thought might be inferior that would win the prize. We have no trouble to get splendid stimulation in the effort of preparation of their pieces. We do not regulate the dress of the graduates, though our teachers counsel toward simplicity and economy. Yet we are bothered upon this one point. What we may be compelled to do in the future is not now apparent. Overdressing at graduation times is a positive evil and has a tendency to lead to wrong ideals of the purpose of an education and graduation.—W. C. Sivyer, Spokane, Wash.

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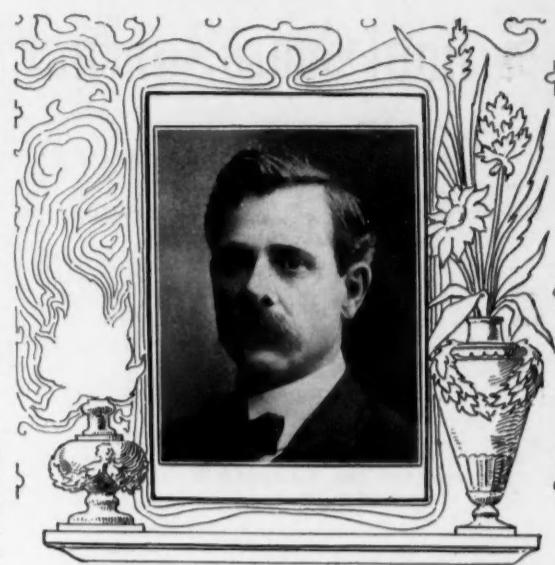
I believe it is more satisfactory to the patrons of the public schools to have the pupils, themselves, participate in the "Graduating Exercises" than it is to have an address delivered; the public prefer to see and hear the young people.—Geo. J. Dumbaugh, Pueblo, Cal.

\* \* \*

Our customary way of holding graduation exercises is something like this: The exercises are always held in the Opera House. We meet in the High school building, teachers and scholars of the entire school and as many of the board of directors as can attend. We form in procession, march to the hall, which is always handsomely decorated for the occasion, have seats for the graduating class arranged on the stage and, after opening with prayer by some clergyman, the essays and addresses are delivered, interspersed with music, such as singing by the members of the school and of the graduating class, instrumental music by our High School Orchestra (we have a very creditable orchestra connected with our school), at the close of the exercises the audience is dismissed with the benediction and the singing of the doxology. We charge no admission fees to these exercises, do not permit flowers or any other favors handed on the stage to any of the graduates, and offer no prizes. We do not in terms regulate the dress of the graduates, but it is a custom for them to dress in white, simple and unexpensive material generally made in styles to suit their own tastes.—D. McMullen, Lancaster, Pa.

### Caps and Gowns at Commencement.

The movement which has now become quite general of wearing cap and gown during commencement festivities was at first frowned upon. Why? Because of the added dignity and airs the students will give themselves? By no means. There is a better reason. At every commencement at high school as well as college there are sons and daughters of well-to-do parents and



MR. E. C. HUGHES,  
President School District No. 1, Seattle, Wash.

sons and daughters of poor parents. The poor parents have as much pride in the graduation of their children as any of the others. They want to see them carry off what honors are attainable and they want to see them make as fine an appearance on the stage. Hence it is that in many cases money is spent for graduating suit or graduating dress which can be ill afforded and which would not be bought if it were not for the graduation exercises. All this adds to the burden of the poorer family and adds to a burden which is already too heavy. And even then there cannot be satisfaction. For, dictated by a mandate of their human nature, the parents who can afford it will array their children in more costly frills and fabrics than the poorer parents can think of affording. This all makes, if not envy, at least regret and sorrow. The graduate is minded thus before the strife of the world is entered that wealth and material progress has been distributed unequally, and a heart too young and fresh for such thoughts is thus early made to feel the reflections that ought to be stayed as long as possible.

And so, when the graduates array themselves in their caps and gowns at an expense much less than anyone would have to pay for a white gown or a new suit of clothes are all put upon exactly the same level and there is no chance of seeing or knowing who is able to wear the richest clothes.

There is a lot of humanity and a lot of good hard sense in this and we could wish heartily that every school board would decree that their graduates at commencement wear the cap and gowns.—*The Man With a Pencil*.

The following applies to the superintendent: "The man that stands up straight and looks clearly out of his eyes; who seems to have breathed plenty of fresh air and to regard life as worth living, is worth more in one week than a whole year's supervision of a dyspeptic scholar who knows the course of study by heart."

Livingston, Mont. Teachers are allowed their salary in case of sickness or in case of sickness or death in their families, but, absences for these causes must not exceed two days in one term. In case of absences of more than two days and not exceeding two weeks, a substitute, if employed, is paid the salary of the absentee. If no substitute be employed, one-half is deducted from the salary of the teacher. In case of absence of more than two weeks, the position may become vacant, at the option of the board.

# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

WM. GEO. BRUCE, - Editor and Publisher.  
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W. J. LAKE, Eastern Manager.

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## THE VALUE OF RECOMMENDATIONS.

At a recent state convention of school boards the question of recommendations given to teachers was exhaustively discussed. In this discussion some interesting facts were brought to light.

The president of an important school system made what he called a confession, in which he stated that he had been in the habit of giving testimonials, indiscriminately, to teachers. He held that it was easier to give a recommendation than to refuse one.

"We know of no better way to get rid of poor teachers," said he "than to give them a good recommendation. This may look wrong and perhaps it is wrong—and yet I claim some justification in the fact that a teacher who may not do well in our school system may do better elsewhere."

It may be interesting to note that the very next speaker expressed himself in the following language:

"I am not appalled at the confession just heard. We place little or no reliance upon testimonials presented to us by teachers from their former school boards. We want to see a teacher and judge by the general manner and appearance of the applicant. Recommendations are given but little consideration.

Here is a pretty condition. One board gives testimonials to unworthy teachers, another board has lost all confidence in testimonials. Cause and effect follow each other at a close range.

Fortunately, this condition is the exception rather than the rule. If it were not so it would follow that common distrust had taken hold of school boards—in the matter of recommendations.

This much, however, is true. The average school official will give a letter of recommendation when requested to do so but will usually word the same so skillfully as to tell the truth and yet withhold the whole truth.

A man may be a Christian gentleman, and yet an incompetent schoolmaster, he may be scholarly and yet weak in the art and science of teaching, he may be of correct habits and yet a poor disciplinarian, etc.

Recommendations of this kind are nevertheless intended to deceive. An unworthy teacher may obtain a letter which is truthful in its statements and yet fail to convey the information that is most sought.

School officials should establish a stringent

# School Board Journal

rule to grant no testimonials unless they are deserved. Such a rule would not only tend to place a higher estimate upon school boards but also tend to raise the profession of teachers.

## TEACHING CIVICS.

A novel method of teaching civics is in use in the Hyde Park High school of Chicago. The school is organized in a school city, with regularly elected officials. An opportunity is thus afforded of realizing and practicing democratic self-government; the best moral and civic impulses of the students are cultivated and an intelligent and lively interest in municipal affairs is encouraged.

From the syllabus of the course it appears that the scholars are required to gather accurate data on numerous topics relating to the various phases of municipal life. Among the subjects studied are:

Streets: width, pavement, gutters, sweeping, sprinkling.

Transportation: number of lines, points of communication, cost, time.

Public Institutions: Libraries, art galleries, prisons, asylums, hospitals, police stations, places of amusement.

City Government: offices, taxes, building regulations, water and sewerage systems, franchises.

Trades Unions: organization, purposes, effectiveness.

Factories: variety, hours of labor, buildings.

Visits are paid to the city council, telephone exchanges, newspaper offices, prisons and other places where the actual operations of industrial, political, and social life can be studied in a practical way.

These methods are entirely practical. Instruction in practical civic affairs is needed in High schools, and the upper grades of grammar schools. Books are not the only, or, in all cases, the best means of studying municipal affairs. If students of High schools were divided into groups, and each group given opportunities, under competent guidance, to visit various public institutions, and quasi, they would learn more in one visit than they could learn in weeks from books.

We commend this subject to the careful consideration of the school authorities everywhere.

## SCHOOL FURNITURE PRICES.

It is gratifying to note that in recent years school boards have dealt more rationally and advantageously in the purchase of school furniture. The idea that anything in the way of school furniture will do for our children, simply because anything was good enough for our grandfathers, is rapidly passing away.

With a higher appreciation for the physical welfare of the rising generation comes also a better knowledge of the value of modern school room equipment. The progressive school board member recognizes the importance of school room hygiene and its relation to future manhood and womanhood. In the selection of school furniture the question of utility figures more largely now than ever before.

"Formerly we wanted the cheapest desks in the market," said an old school director recently, "and we got them. Their disreputable remnants are a proof that we got them. Now we have become a trifle older and wiser. We want the best now and are able to get it. The old time cheap desk has proven itself to be an expensive luxury. It gave us stooped shouldered and bow-legged men and hollow chested and weak-backed women. The modern school desk is durable, graceful and hygienic—and cheapest in the end."

Experience has perhaps in this instance proven a costly teacher, but its beneficial teachings do not come too late. Future school boards will spend less money for replacing decrepit furniture, because a better article is secured now.

The change in sentiment is wholesome in that it can only revert to the advantage of the child. The school treasury, no doubt, is benefitted. But the financial consideration cannot outweigh the physical—which also implies the educational advantages of the pupil.

In the main, this preference for the better article is to a more thorough appreciation of the real function of a school board. The relation which the school official bears to the pupil is more clearly understood.

In making this assertion there is no intention to overlook the progress in mechanical lines and the enterprise of the manufacturer. That he has moved with the progress of the world is clearly evident.

The selling price of school furniture is unquestionably higher than it was five years ago. This, as far as can be ascertained, is wholly due to the increased cost of labor and material. Prices have been increased on every commodity, and school furniture compared with all other things is as low in price, today, as the condition will warrant. In fact, taking into account the superiority of the modern school desk in point of durability, form, grace and utility—its cost has never been lower.

Gov. Miles B. McSweeney of South Carolina, in his message at the opening session of the Legislature of the state, gave the following sensible views on the subject of compulsory education:

"Ignorance is the worst of diseases, and the State has the right to require that the children be brought up in such a way as to make the best possible citizens. It is urged that the cost will be too great. The State is now spending more than a million dollars on the education of children, and the proper position is that every child of school age should reap its share. But the greatest objection which is urged to compulsory education in the South is the ever-present negro, and the fear that if he is educated he cannot be controlled. The fallacy of this argument is patent to every thoughtful man. It is a fact known and recognized that in this State at present, in proportion to the population of each, there are a great many more negro children than white receiving the education provided."



In answer to the question—What city has the best school system? Springfield, Mass., receives the distinction.

#### SCHOOL HOUSE BUILDING.

While the indications point to an active year in the construction of new school buildings, we regret to learn that a number of school boards have been obliged to abandon all hopes of securing new structures this year.

The advance in the cost of labor and material over the lowest point reached a few years ago is fully thirty per cent. and in some instances almost fifty per cent.

Where the valuation of property and the rate of taxation have remained the same, the school fund has fallen short of the demands made upon it. The tax limit in many cases has been barely high enough to cover the current expense of running the schools.

This condition of things prevails in a number of cities and towns in Iowa, Kansas and the two Dakotas.

The desired relief cannot be secured without legislative action. This means to wait and be patient. In the meantime the old structure will have to be crowded and a number of children excluded from the schools.

School boards should not hesitate to ask for a sufficient increase in the tax rate to enable the building of new schools when the proper time arrives. The rate must be sufficiently high to meet not only the current school expense but also to meet the natural increase in the school population.



President Barney announces that Walter H. Small succeeds Horace S. Tarbell as superintendent of the Providence, R. I., schools.

#### CARTOON COMMENT.

The month of May will be an important one in the matter of text books. The text book commission of Kansas will convene May 5, to adopt a list of text books to be used in the school of the state during the ensuing five years.

On May 31, the state of Utah will perform a similar act. On May 25, the cities of Ogden, Logan, Provo City and Salt Lake City, Utah, will also make their adoptions.

The American schoolboy is two inches taller than the average European schoolboy of like age. W. E. Watt of Chicago, who has investigated the subject is the authority for this statement.

The question was recently asked by a newspaper, which city in the United States had the best school system. The answers were not as numerous as was expected, as the question cannot be answered with absolute accuracy. General impressions only and not actual comparisons can serve as a guide to an answer.

Be this as it may, the choice fell upon Springfield, Mass., and Superintendent Thomas M. Balliet comes in for the honors. It is generally conceded that Mr. Balliet stands to-day in the front rank of the city school superintendents.

Prof. Horace S. Tarbell, who served as superintendent at Providence for many years,



Miss Margaret A. Haley of Chicago Teachers' Federation fame will enter the lecture platform.

retires and is succeeded by Prof. Walter H. Small of Chelsea, Mass. The choice was made with discriminating care and it is safe to say that Providence has obtained a strong school man.

Miss Margaret A. Haley of the Chicago Teachers' Federation, who has made such a gallant fight against corporations on the question of taxation, will go on the lecture platform. Miss Haley has an important subject and she treats it in an interesting and delightful fashion.

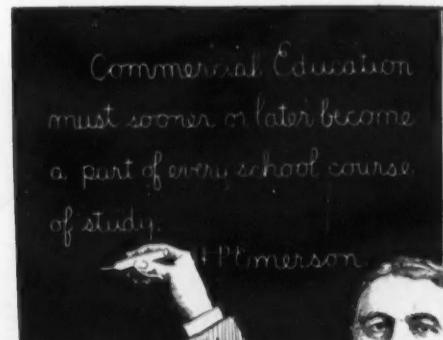
A school board should consist of men of standing in the community, who will give their ability and best thought solely to the advancement of that vital interest of the people—education. They ought not to have any axes to grind, nor political objects to further.

The National Educational Association is one of the most powerful influences for the advancement of education in the world. It has a membership averaging ten thousand, backed by a permanent invested fund of nearly \$100,000. Every year it holds an annual convention. This year the convention will be held at Minneapolis, Minn., July 7-11.

The program of the Department of School Administration of the N. E. A., appears on page 12. It is well worth reading.



American.      England.      Germany.      France.      Another country.  
Comparative size of the school boys of similar age of the various countries of the World.



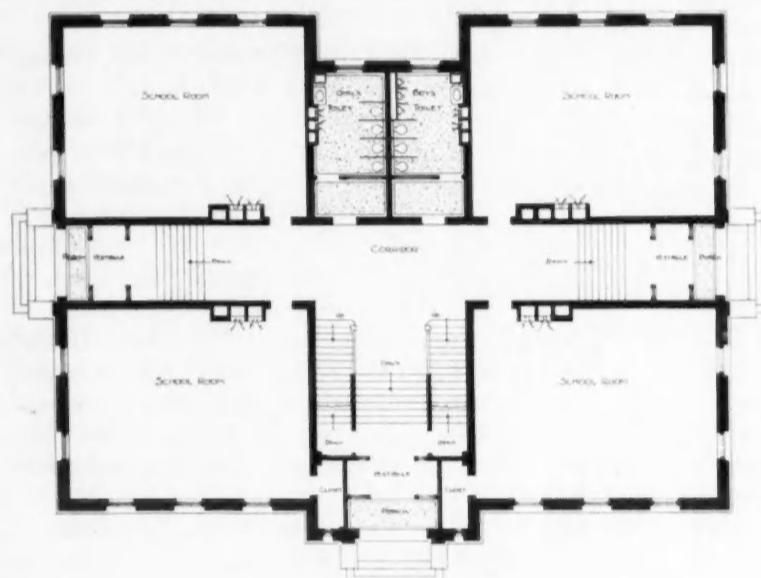
The superintendent of the Buffalo, N. Y., schools expresses himself on commercial education.



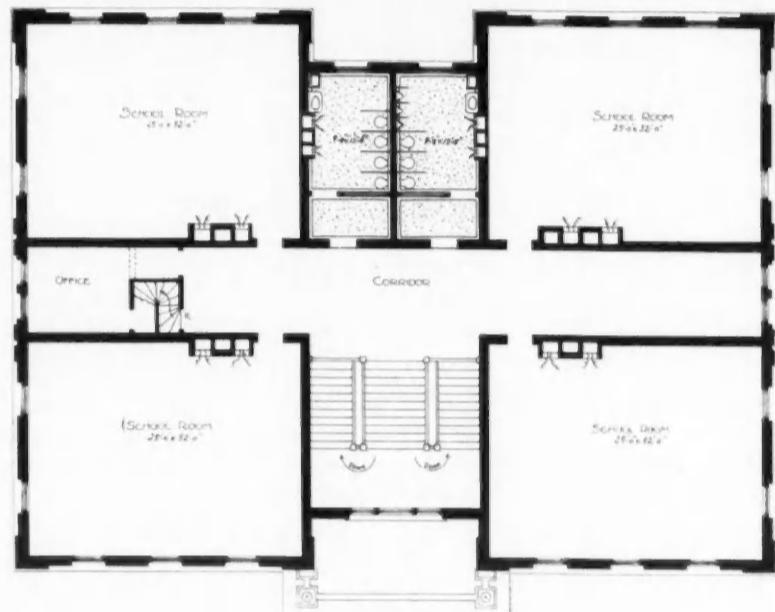
NEW SAGINAW STREET SCHOOL, FLINT, MICH.  
12 Rooms. Cost \$32,000. Clark & Munger, Architects,  
Bay City, Mich.



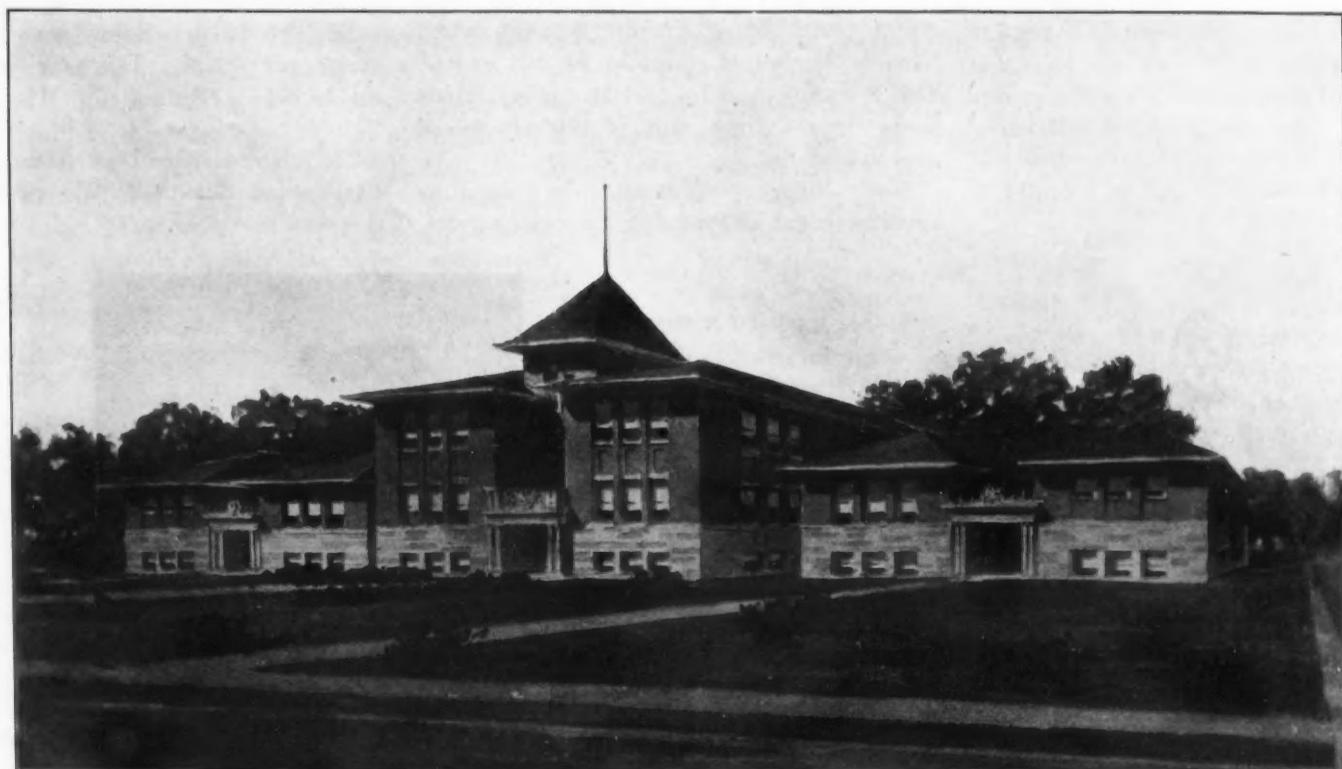
NEW HAZELTON SCHOOL, FLINT, MICH.  
8 Rooms. Cost \$23,000. Clark & Munger, Architects,  
Bay City, Mich.



First Floor Plan.  
NEW HAZELTON SCHOOL, FLINT, MICH. Clark & Munger, Architects, Bay City, Mich.

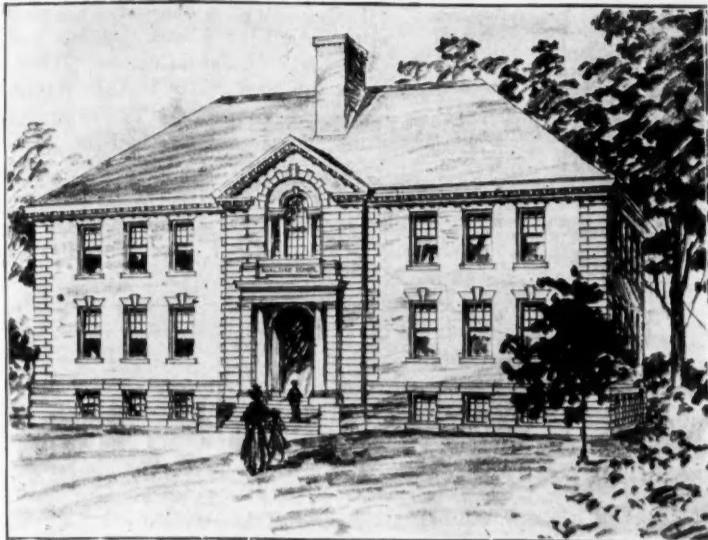


Second Floor Plan.



Future Buildings.  
AUGUSTA STREET SCHOOL, OAK PARK, ILL. Erected on Cottage Plan.  
H. G. Fiddelke, Architect.

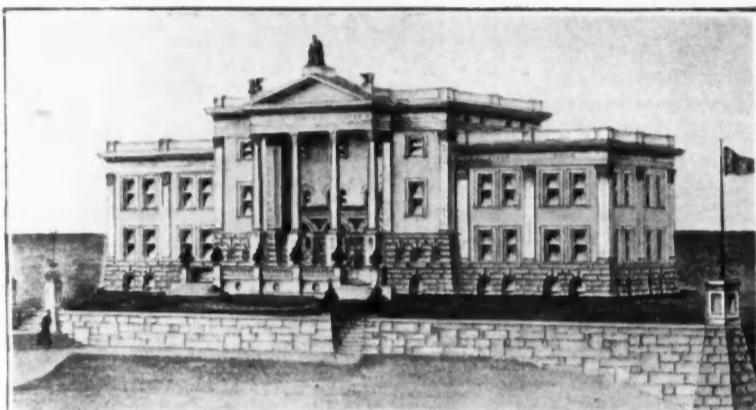
RECENT MODERN SCHOOL BUILDINGS.



THE NEW RYAL SIDE SCHOOL, BEVERLY, MASS.  
Pearl & Quiner, Architects, Boston, Mass.



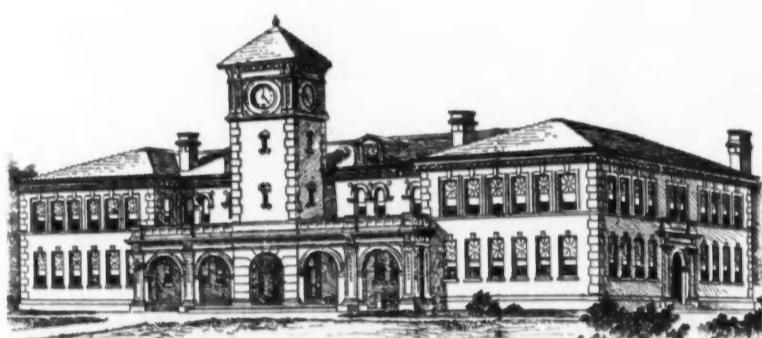
THE NEW PUBLIC SCHOOL NO. 188.  
Lewis, E. Houston, Manhattan and E. Third streets, New  
York City, C. B. J. Snyder, Architect, Supt. of  
School Buildings.  
Capacity, 87 Class Rooms; 3,915 Pupils. Cost \$383,000.



\* FIRST PRIZE DESIGN FOR THE LIBRARY FOR  
UNIVERSITY OF COLORADO, BOULDER, COLO.  
G. W. Rose, Architect, Pueblo, Colo.



\* DUNN COUNTY AGRICULTURAL AND TEACHERS'  
TRAINING SCHOOL, MENOMONIE, WIS.  
Cost \$20,000. 95 by 42 feet.



\* KEYSER PREPARATORY BRANCH OF THE UNIVERSITY  
OF WEST VIRGINIA, KEYSER, W. VA.  
Harrison Albright, Architect, Charleston, W. Va.



THE NEW ST. ELIZABETH'S SCHOOL AND HALL  
BUILDING, PHILADELPHIA, PA.  
Cost \$150,000 Henry D. Dagit, Architect, Philadelphia, Pa.



\* THE ISRAEL PUTNAM SCHOOL HOUSE, PUTNAM, CONN.



\* THE NEW McMINN SCHOOL, RACINE, WIS.  
Cost \$33,822. Guilbert & Rugh, Architects, Racine Wis.

RECENT MODERN SCHOOL BUILDINGS.

**School Board Program.**

The national convention of school boards will be held at Minneapolis, July 10 and 11. The following program has been prepared:

**THURSDAY AFTERNOON, JULY 10.**

President's address—Israel H. Peres, president of the department, Nashville, Tenn.

The School Board and the Press—J. R. Spiegel, President, School Board, Greensburg, Pa.

Women School Board Members—John B. Stoll, President, School Board, South Bend, Ind.

The Real Function of the School Board—Dr. F. H. Little, President, School Board, Muscatine, Ia.

**FRIDAY AFTERNOON, JULY 11.**

The Ideal Teacher—Miss Anna Doerfler, Principal Eighth District Primary School, Milwaukee, Wisconsin.

Manual Training—Calvin M. Woodward, Member, School Board, St. Louis, Mo.

Progress in Centralization of Rural Schools—J. W. Olsen, State Superintendent of Public Instruction, St. Paul, Minn.

The meetings will be held at Court Room No. 1, in the new City Hall and County Building which is located in the central part of the city.

Those who desire to arrange in advance for hotel accommodations, or entertainment in the homes of the city, should address, Mr. Wallace G. Nye, Local N. E. A. Committee, Minneapolis.

The sub-committee in charge of the work of securing accommodations for those visitors who do not care to patronize the hotels, will be ready to make assignments of rooms by June 1. During the summer Minneapolis people flock to Lake Minnetonka in great numbers. Hundreds of cottages are clustered around the shores of that picturesque resort, and this fact is making the task of securing city accommodations for convention visitors comparatively easy. Light, airy and cheerful rooms can be offered at a slight expense. In fact Lake Minnetonka's popularity renders Minneapolis better able than any city of its size in the country to care for a large crowd during the summer months.

All railroads running out of Minneapolis have been asked to make special rates for short, "side

trips;" and these rates will be announced later. Among the near-by points of interest are Lake Minnetonka, where former Vice President Stevenson spends his summer; and the famous Dalles of St. Croix, Minnehaha Falls, of which Longfellow sung, are within the city limits; while the picturesque lakes of northern Minnesota are easily accessible. In the Indian tongue Minnesota means cloudy water, while Minnetonka is big water; and Minneapolis, city of waters, the "polis" coming from the Greek.

Places for the meetings of the various sections are all within a block of a trolley line, they have been selected as follows:

Physical Education, Exposition Auditorium; Secondary Education, East High School; Child Study, East High School; Music, Andrew Presbyterian Church; Kindergarten, First Congregational Church; Elementary, First Congregational Church; Indian Education, Plymouth Church; Defectives, Plymouth Church; The National Council, Unitarian Church; Business Department, Minnesota School of Business;



JOHN A. SCHLENNER,  
Member Board of Education and Secretary of same,  
Minneapolis, Minn.

Normal Schools, Olivet Baptist Church; Natural Science, Lecture Room Chem. Lab. University; School Administration, Court Room No. 1, in the new City Hall; Higher Education, Room Eleven Library Building University; Library Department, Reading Room Library University; Art Education, University Chapel; Manual Training, University Chapel.

One of the many features designed by the local committee for the entertainment of visitors to the N. E. A. Convention, at Minneapolis, is a public reception to be held at the State University. With the possible exception of Cornell University at Ithica, N. Y., no great educational institution of the country is surrounded by a more picturesque environment than is the Minnesota "U," and the committee was mindful of this fact when arrangements for the reception were made. Situated on the eastern bluffs of the Mississippi, and slightly below the Falls of St. Anthony, the views from the campus include both the Falls and Minneapolis' famous milling district, always brilliantly illuminated at night. Surrounding the main building are the Ski-U-Mah oaks, famous among varsity graduates as are the elms of Yale. All of the University buildings will be lighted and open for inspection on the night of the reception. The reception proper will be held in the armory, and both state and civic officials will be in the receiving line to welcome visitors.

**THE ATTENDANCE.**

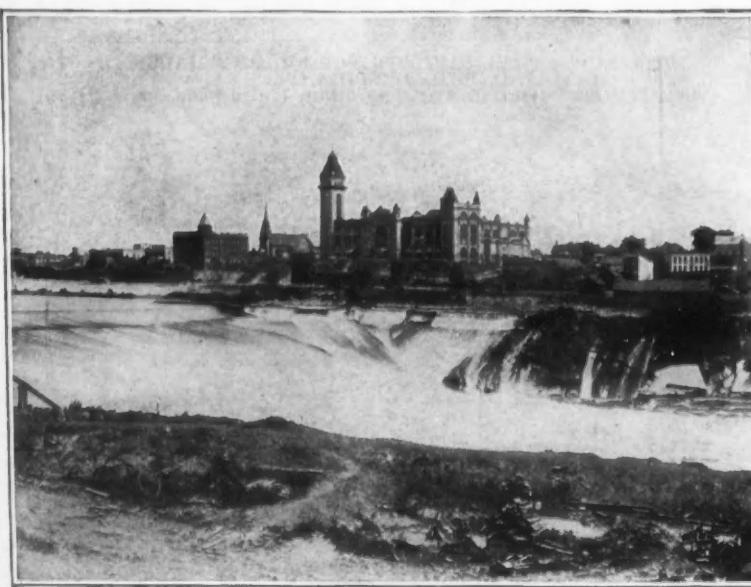
John F. Lamont, manager of the National Educational Association for Wisconsin, has written Secretary Wallace G. Nye, of the local committee, giving assurance that Wisconsin will pour over a thousand teachers into Minnesota on July 7.

South Carolina: I hope that South Carolina will have a large representation at the meeting. It is difficult for me just now to give you an estimate of the number. I hope to make it greater than ever before.—D. B. Johnson, Rock Hill.

Tennessee: I expect at least 30 will go from Tennessee—10 from Nashville and Memphis, 5 from Chattanooga and Knoxville.—W. T. White, Knoxville.

Texas: I think there will be something like 100 from Texas.—J. M. Fendley, Galveston.

A rate of one fare plus \$2 for the round trip has been granted by all railroads, and every convention ticket purchased will have attached to it a coupon which will be accepted by Secretary Irwin Shepherd in exchange for a membership certificate without additional charge. This means practically, a half fare rate.



Exposition Building, where the general sessions of the National Educational Association will be held.



The Great Fountain Geyser, lower geyser basin. Yellowstone Park.

## Graduation Exercises.

Pittsfield, Ill. The board has invited William Jennings Bryan to present the diplomas to the graduates of the high school.

Pekin, Ill. Senator Chauncey M. Depew, of New York, has been asked to deliver the graduation exercises address.

Colorado Springs, Colo. It is probable that Associate Justice Brewer of the United States Supreme Court will deliver the annual address at the high school commencement.

Bay City, Mich. The members of this year's high school graduating class are averse to the regular program of commencement exercises and petitioned the board to secure for them a well-known speaker, and allow him to do the honors in their stead.

The reasons advanced are that commencement coming after the last year of study, almost immediately following the examinations for the most important event in school life, the scholars are under high nervous tension and cannot do what under ordinary circumstances they would be capable of. Then too, they have not sufficient time during the last few months when studying hard for the final examinations to devote to the preparation of papers. Another reason given is that 10 pupils, each reading a paper of some kind, take so much time that the interest of the public is palled, in fact the program is tiresome. A public speaker, they feel, would be more entertaining and better appreciated by the audience.

### Caps and Gowns.

The marks distinguishing degrees are as follows:

#### Gowns.

Undergraduates—Of black stuff, round or pointed sleeve, open or closed, no hood.

Bachelors—Of black stuff, long pointed sleeve, open or closed, with hood.

Masters—Of silk preferably, long closed sleeve, with slit near upper part for arm, open, with hood.

Doctors—Of silk preferably, with round bell sleeve; gown faced down the fronts and barred

on the sleeves with black velvet or velvet wholly or in part of the degree color, with hood.

#### Hoods.

Hoods should be of the same materials as the gowns, and are lined with silk showing the official colors of the institution conferring the degree, or with which the wearer is connected, and are trimmed with velvet of the color distinctive of the degree, thus: Arts and Letters, white; Theology, scarlet; Laws, purple; Philosophy, blue; Science, gold-yellow; Fine Arts, brown; Medicine, green; Music, pink; Pharmacy, olive; Dentistry, lilac; Veterinary Science, gray; Forestry, russet; Library Science, lemon.

#### Caps.

The Oxford cap, of serge or broadcloth, with either stiff or folding crown, is worn for all degrees, but the Doctorate is entitled to a gold tassel in whole or part, and the Doctor's cap may be of velvet.

Brooklyn, N. Y. The following is an epitome of the duties of the local boards, as provided by the charter of the Board of Education:

1. They shall visit, at least once a quarter, all the schools in their district, and inspect the same, in respect to punctual attendance of pupils and teachers; number and fidelity of teachers; studies, progress, order and discipline, visions of school laws in respect to teaching sectarian doctrines or use of sectarian books. Must report to board of education all violations, and, cleanliness, safety, warming, ventilation and comfort of school premises; observance of pro-anything, two reports a year must be furnished.
2. Shall report to the board of education whenever additional school accommodations are necessary.
3. Shall report any dereliction of superintendent of supplies, superintendent of school buildings, city superintendent or any deputies or assistants.
4. Shall try and determine all matters relating to discipline, corporal punishment and other matters affecting the administration of schools, arising from complaint of pupils, parents or guardians against teachers or principals.

5. Shall have power to try charges made by a principal, district superintendent, or by parent or guardian, against a teacher; shall fix penalty, but board of education has final disposition of the case.

6. Shall present charges of any dereliction of duty.

7. Shall procure enforcement of laws relating to sanitary condition of schools.

8. Shall have power to transfer teachers within their respective districts if principals are agreeable.

### County School Officers Organized.

An organization of the school officers of Muskegon County, Michigan, including township clerks and school inspectors, has been formed through the efforts of School Commissioner H. B. Carr, of Whitehill. The organization is the first of its kind in Michigan. Officers have been elected as follows: President, Thomas Dorman, Laketon; secretary, J. C. Thorpe, Numica; treasurer, Mr. Butterworth, Norton.

The objects of the organization are the improvement of the rural schools; their uniformity; to bring the course in every rural school in harmony with the state manual and course of study; to discuss methods of school house construction, especially in the matter of light and ventilation; to encourage a more professional spirit among teachers and introduce broad courses of reaching which shall be recognized by boards of examiners and school boards, and for which the teacher shall receive proper credit; to work toward making the sheriff and his deputies county truancy officers; to consider the advisability of uniform text books and to remove the office of commissioner of schools as far as possible from politics.

The Central high school received the attention of the organization, but the members being divided on the subject, no action was taken. The next meeting is to be held June 7, at Muskegon, when the question of uniform text-books will be taken up.



Electric Park. View from near the head of Golden Gate. Yellowstone Park.

# School Board Journal



**Laughlin's Elements of Political Economy.** (Revised Edition.) By J. Laurence Laughlin, Ph. D., Head Professor of Political Economy in the University of Chicago. Cloth, 12mo, 384 pages. Price, \$1.20. Published by the American Book Co., New York, Cincinnati, Chicago.

This edition brings the work, both as regards theory and practical data, up to date. Professor Laughlin's brief yet lucid explanations of the principles of political economy have rendered his book most satisfactory for use in high schools. In the revision, among other changes and additions, such topics as the tariff and bimetallism are impartially discussed in their latest phases; a fuller treatment is given to the development of division of labor; and there is added a brief discussion of large production and of combinations of producers. The book represents the best thought of an acknowledged authority, who admirably succeeds in presenting the subject in a clear and understandable manner.

**A Primer of Work and Play.** By Edith Goodyear Alger. Cloth, 128 pages, introductory. Price, 30 cents. Published by D. C. Heath & Co., Boston, New York, Chicago.

This primer will greatly appeal to children for the reason that it is based on those varied phases of home, school and industrial activity easily comprehended by them and which at the same time are of interest to them.

The subject matter is presented in the diverse forms of action lessons, silent reading tests, picture studies, language exercises, rhymes, word drills, story reviews, and related seat-work.

Short graphic sentences, full of thought and action, but suitably simple in construction, are used throughout the book.

New words, averaging less than three to a page, appear, both with and without phonetic markings, at the top of the page where they are first introduced.

The little child's love for pictures, telling a familiar story in a direct and simple manner, has been consulted in the composition of the illustrations, which give glimpses of the world of "Work and Play."

**American Leaders and Heroes.** A Preliminary Text Book in United States History. By Wilbur F. Gordy, Principal of the North School, Hartford, Conn. With many illustrations and maps. 329 pages. Price, 60 cents, net. Published by Charles Scribner's Sons, New York, Chicago.

The author starts out upon the idea that in teaching history to boys and girls from 10 to 12 years old simple material should be used. They crave, he holds, for the dramatic, the picturesque, the concrete, the personal. The personal traits, therefore, of the heroes and leaders, are brought out prominently.

The child is given a clear and definite picture in every paragraph. Thus they see the past as a living present. The imagination is awakened and the sympathy is aroused.

Review outlines are supplied in the book and questions for the pupil are also given. The book is well illustrated and attractively bound.

**Manual Training—Builders' Hardware Catalogue,** 145. 293 pages. Published by Hammacher, Schlemmer & Company, 209 Bowery, New York.

A handsome cloth-bound volume adapted for manual training is here presented. The publishers are also the oldest and largest manufacturers of manual training supplies.

The book contains hundreds of illustrations of hardware usable in manual training schools, together with a price list. Those who contemplate the establishment of a manual training department may obtain a free copy of this volume by addressing the above named firm.

**The Conquest of the Old Northwest—And its settlement by Americans.** By James Baldwin, author of "The Discovery of the Old Northwest." 263 pages. Published by the American Book Company, New York, Cincinnati, Chicago.

While every American is familiar with the events connected with the discovery and colonization of the eastern shores of our country, the history of the old northwest—that magnificent section of our country lying west of the Alleghenies and bounded by the Mississippi, the Ohio and the Great Lakes, is comparatively unknown. This volume presents for young readers in clear and simple language the old northwest's interesting, varied and important history. Commencing with the completion of the French colonization about 1735, it covers a period of a hundred years, ending with the last struggle in this region between the forces of barbarism and civilization (1832), and the completion of the American conquest. The book is attractively illustrated.

**Augsburg's Drawing System.** Book I. By D. R. Augsburg. 188 pages. Price, 75c. Published by the Educational Publishing Company, Boston, New York, Chicago, San Francisco.

The Augsburg series represent a new system in drawing. Book I is a teacher's hand book, showing simple and effective methods of teaching drawing, including color, to the pupils in the first, second and third grades. It has chapters on The First Years of Drawing, Drawing from the Memory and Imagination, Action Drawing, Ambidextrous or Two-Handed Drawing, Place and Relation of Objects, Drawing of Trees, Relative Size of Objects, Teaching Proportion, Teaching Unity, Primary Object Drawing, Quick Drawing, the Drawing of Birds, the Drawing of Animals, Teaching Color, Brush Color, Water Color.

Each subject is arranged under one head, topically. The plan of the book gives the teacher the widest flexibility in teaching.

**Graded Classics.** Second Reader. By F. T. Norvell and M. W. Halliburton. 192 pages, colored pictures. Price, 35 cents. Published by B. F. Johnson Publishing Co., Richmond, Va.

This series has made a promising beginning. The title, "Graded Classics," is unique and yet appropriate. The second reader, which is before us, abounds in little gems. There is life and action in every line—such life and action as will fascinate the child.

The grading in this reader is carefully done. No lesson contains more than eight new words. The 492 words used in the First Reader are placed in the beginning of the Second Reader, thus giving the teacher to review the First before entering upon the Second.

The illustrations, as well as the entire typographical make-up, are excellent. The binding is durable and the cover contains neat designs.

**Riehl's Das Spielmannskind und Der Stumme Ratsherr.** Edited, with notes and a vocabulary, by Geo. M. Priest, A. M., Instructor in German, Princeton University. Cloth, 12mo, 134 pages. Price, 35 cents. American Book Co., New York, Cincinnati and Chicago.

This is the latest addition to the series of Modern German Readings, and furnishes in suitable form for class reading two of those interesting studies of folk-life in the Middle Ages which have done so much to make Heinrich Riehl one of the most popular German storytellers. The style in which the selections are written is clear and simple, and a complete vocabulary and numerous notes furnish all necessary assistance to the student. Both of the stories are among those recommended by the Modern Language Association.

**Moser's Der Bibliothekar.** Edited, with notes, and vocabulary, by William A. Cooper, A. M., Assistant Professor of German in Leland Stanford Junior University. Cloth, 12mo, 187 pages. Price, 45 cents. American Book Co., New York, Cincinnati and Chicago.

The English version of this play, under its title of "The Private Secretary," has won a host of friends in this country. There is no local coloring, and hence it is easy of comprehension by American pupils. Its genuine humor stimulates the student's interest in the text, and it has proved a favorite wherever used in schools. The language, while offering no great difficulties, gives an acquaintance with colloquial German which is most helpful. The notes furnish all needed help and the vocabulary is complete, affording explanations of constructions and idioms.

**Leavitt's Outlines of Botany.** For the High School Laboratory and Classroom. Prepared at the request of the Botanical Department of Harvard University, by Robert Greenleaf Leavitt, A. M., of the Ames Botanical Laboratory. Cloth, 8vo, 272 pages. Price, \$1.00. Published by American Book Co., New York, Cincinnati and Chicago.

This carefully and judiciously arranged book offers: 1. A series of laboratory exercises in the morphology and physiology of phanerogams. 2. Directions for a practical study of typical cryptograms, representing the chief groups from the lowest to the highest. 3. A substantial body of information regarding the forms, activities and relationships of plants, and supplementing the laboratory studies.

The laboratory work is so chosen that it is adapted both to schools possessing extensive equipments and to those with only limited apparatus. The order of arrangement follows in the main that of Gray, the standard, and while morphology and physiology are fully treated, special attention is paid to ecology, to the relations of the plant with its environment. There are nearly four hundred carefully drawn illustrations in the book. The appendix contains full descriptions of the necessary laboratory materials, with directions for their use, as well as suggestions for helpful exercises, addressed primarily to the teacher, and indicating the most effective pedagogical methods.

**The Songs of Our Home and School.** Selections by John Schmidtman. Paper cover, 84 pages. Price 5 cents. Published by Theo. Schmidtman's Sons Company, Manitowoc, Wis.

This little volume contains the text of about one hundred popular songs for school and home use. It is in pocket edition form and will serve well when children are already familiar with the music.

## Books Received.

**The Story of a Child.** Translated from the French of Pierre Loti. By Caroline F. Smith. 303 pages. Published by C. C. Birchard & Co., Boston.

**A Primer of Work and Play.** By Edith Goodyear Alger. Cloth, 128 pages; introductory. Price, 30 cents. Published by D. C. Heath & Co., Boston, New York, Chicago.

**Bradish's Stories of Country Life.** By Sarah Powers Bradish, author of "Old Norse Stories," Cloth, 12mo, illustrated. 170 pages. Price, 40 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

**Lectura y Conversacion.** A new Progressive Spanish Method. Silva and A. Fourcaut. Cloth, 12mo, 141 pages. Price, 60 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

**Harkness and Forbes's Caesar's Commentaries on the Gallic War.** With Introduction, Notes and a Vocabulary. By Albert Harkness, Ph.D., LL.D., Professor Emeritus in Brown University. Assisted by Charles H. Forbes, A.B., Professor of Latin in Phillips' Academy, Andover, Mass. Half Leather, 12mo, 593 pages. With maps and Illustrations. Price, \$1.25. Published by the American Book Co., New York, Cincinnati, Chicago.

**The Wide World.** Youth's Companion Series. 12mo. Cloth, 122 pages. List price, 25 cents. Published by Ginn & Co., New York, Boston, Chicago, Atlanta.

**Northern Europe.** Youth's Companion Series. 12mo. Cloth, 122 pages. Illustrated. List price, 25 cents. Published by Ginn & Co., New York, Boston, Chicago, Atlanta.

**A Book of Nursery Rhymes.** Being Mother Goose's Melodies arranged in the order of attractiveness and interest, by Charles Welsh, author of "A Life of John Newberry." With 170 illustrations, by Clara E. Atwood. Part I, 88 pages; Part II, 79 pages. Paper, 10 cents each; cloth, 20 cents.

**The Story of a Donkey.** Abridged from the French of Madame La Comtesse de Segur, by Charles Welsh. Edited by Charles F. Dole. Illustrated by E. H. Saunders. 71 pages

**Cours Complete De Langue Francaise.** Par Maxime Ingres. Premier volume. 314 pages. Published by the University of Chicago Press.

**Shakespeare's Tragedy of Julius Caesar.** Edited with Introduction and Notes by Raymond MacDonald Alden, Ph. D. The Cambridge Literature Series. 212 pages. Published by Benj. H. Sanborn & Co., Boston, Chicago.

**Geschichten von Deutschen Staedten.** By Menco Stern, Author of "Geschichten vom Rhein." Cloth, 12mo, 420 pages. Price, \$1.25. Published by the American Book Company, New York, Cincinnati, Chicago.

**Four Old Greeks.** By Jennie Hall, Instructor in History in the Chicago Normal School. Drawings from Greek sources. By Raymond Perry, 224 pages. Published by Rand, McNally & Company, Chicago, New York.

**Isolation in the School.** Number 1. By Ella Flagg Young, Professor of Education. 12mo, paper. Price, net, 50 cents; postpaid, 55 cents.

**Psychology and Social Practice.** Number 2. By John Dewey, Professor and Head of the Departments of Philosophy and Education. 12mo, paper. Price, net, 25 cents; postpaid, 30 cents.

**The Educational Situation.** By John Dewey. Number 3. 12mo, paper. Price, net, 50 cents; postpaid, 55 cents.

Published by the University of Chicago.

**A Child's Garden of Verses.** By Robert L. Stevenson. With an Introduction by Lord Osbourne. With illustration. 77 pages. Price, 60 cents net. Published by Charles Scribner's Sons, New York, Chicago.

**Classic Myths.** By Mary C. Judd, Principal of the Lincoln School, Minneapolis. Cloth, 208 pages, with decoration and illustrations from classic sources, by Angus MacDonald. For introduction, 35 cents. Published by Rand, McNally Company, New York, Chicago.

**Der Prozess.** By Roderich Benedix and Einer M. Heilbrun, by A. Wilhelm. Edited by M. B. Lambert, Boys' High School, Brooklyn. Cloth, 12mo, 112 pages. Price, 30 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

**Colonial Days.** By Lucie D. Welsh. Illustrated by Olive M. Long. 246 pages. Published by the Educational Publishing Co., New York, Boston, Chicago, San Francisco.

**Tuscan Sculpture of the Fifteenth Century.** Collection of 16 Pictures Reproducing Works of Donatello, The Della Robbia, Mino Da Fiesole, and others, with Introduction and Interpretation. By Estelle M. Hurli. 93 pages. Published by Houghton, Mifflin & Co., New York, Boston, Chicago.

**The Complete Geography.** Tarbell's Geographical Series. By Horace S. Tarbell, LL.D., Superintendent of Schools, Providence, R. I., and Martha Tarbell, Ph.D. 176 pages. Published by the Werner School Book Co., New York, Chicago, Boston.



An Era of Young Men.

The changes which have recently taken place in the educational publishing field have been remarkable in that they have brought young men into prominence. In all cases they are men who won their spurs in field work as book agents and who in a comparatively short time have found their way into the manager's chair.

Energy, ability and industry have been the watchwords. Many of the agents have during state or county campaigns had an opportunity of managing a corps of sub-agents, thus giving a proof of their executive ability. Many of the city contests have given evidence of a grasp of situations and a mastery in management. When Greek meets Greek there will be a tug of war. When a bright agent meets another bright agent in a contest the sparks are apt to fly. The question of good books or the best books is always uppermost and yet the element of able agency work must not be overlooked.

Books frequently differ little as to quality and adaptability. It is then that the brilliancy or the resourcefulness of the bookman comes into play. The struggle for a survival of the fittest is on.

The manager who is at a distance can readily survey the situation, and whether his agent wins the battle or is defeated, the prowess and competency manifested is not lost sight of.

Mr. C. E. Brown, who was recently elevated to the western management of Butler, Sheldon & Company, is still a young man. He did regular field work in Wisconsin and sometimes covered other states in the interest of his house.

B. D. Barry, who has been entrusted with the management of the western office of Thos. R. Shewell & Company, is a young man, who won his spurs in field work. He covered Wisconsin and Minnesota.

H. H. Titsworth, who was recently called to Chicago to manage, conjointly with A. W. Macy, the western office of the Macmillan Company, is still a youngster. He is, however, a vigorous fellow both physically and intellectually and was chosen wholly upon the basis of fitness and ability.

The most recent instance of the young man's availability for important positions in the educational publishing field is the jump made by W. H. Ducker.

A few years ago he entered the employ of Leach, Shewell & Sanborn as a green lad just out of a Normal school. He made a success of field work. A few weeks ago he was called to

New York to manage the agency department of Silver, Burdett & Company.

W. E. Bloomfield is an athletic young man, who showed his prowess and strength in field work. He championed his firm's books before boards and teachers and won for himself a reputation as a competent and successful bookman before he was elevated to the manager's chair. He has charge of the western business for Houghton, Mifflin & Company.

C. F. Newkirk, who took charge of the educational department of Rand, McNally & Company, is a young man whose temples have whitened prematurely. Mr. Newkirk has gone into the field and labored there for years. He has many successes to his credit and is exceptionally well fitted for the position he now fills.

F. D. Farr, the western manager of Silver, Burdett & Company, assumed his position only a short time ago. He, too, is young but old enough to have demonstrated his splendid executive ability.

W. F. Young, who was for some time connected with D. C. Heath & Company, has been chosen to direct the affairs of George H. Sanborn & Company in the West. He is a beardless youth with the head of an experienced business man. He is scholarly, energetic and industrious.

C. C. Griffith, who represented the American Book company in Pennsylvania, has gone into the life insurance business. He has been succeeded in the book field by D. W. Dingess of West Virginia.

#### Pronunciation in the East.

Col. Charles W. Johnson of Silver, Burdett & Company is a close observer of people and their ways. He is also a splendid story teller and mimic.

He recently told "How Soitain Woids are Pronounced in N'York" as follows:

Autumn was came. The trees in the parks had not lost entirely the freshness of their foliage, for, as yet, there had been no frost!—except some that had cut short a new bum ploy. Young men and their best goils were still ploy-

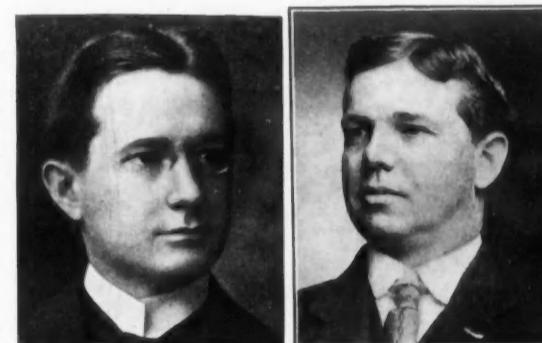
ing golf, and the boids of summer had not yet retoined to their haunts in the south. A young loidy, a mere goil, of more than thoiteen, with brown eyes and auboin hair, was standing in an irresolute pose on the steps of her father's suoib mansion near Thoid Avenue, looking foist one way and then the other, as if awaiting the arrival of some one. Presently she hoid a low, familiar whistle, of four notes; and she flew down the steps to meet the expected one. It was the handsome young Coinel of the Thoiteenth, the coiled darlings of the east side. Goitrude Stoitevant was of Joiman boith. Her father had been a captain in the old Ironsides Regiment that had fought under Bloicher at Waterloo; and she woiked as a model for Sol. Eppstein, who was a ladies' tailor in Oiving Ploice. She tossed her auboin coils until they flew around her dainty head like tiny threads of gold in the sweet sunshine, and she whistled a retoin Cadenza back to her brave and handsome steady. He it was who strutted on parade, and pushed his chest far beyond the waist line, when the men in his command saluted their Coinel,—the handsome Chawley Algernon Marlborough Smith. Algy also had a noble origin, somewhere near Rahway.

These two young people, the Coinel and the model, finally met; as it was their evident poipose to do. They were both naturally noivous. In all the wold they were the dearest to each other; but their respective parents had not hoid of their attachment. Not a moimer had been told any of their intimates. The coicle of their friends was a large one, in society and in the military; but no one had given them away, because no one was on. They had met for the foist time at a rehoisal of an amateur ploy entitled "Boining the Fatal Letter," or "The Tailor Moid's Secret," in three acts. It was to be ployed to raise a poise to send Goitrude to Boilin to have her woice massaged, or moidered, which for some voices is about the same thing.

Chawley Algernon swiped Goitrude off the coiner and down a side street, away from the neighborhood of her indifferent parents, with the skill and courage of a true boiglar;—one of those up-to-date N'York boiglars who says to his client "May I have the pleasure of the use of your watches and diamonds?" and then throws kisses at the missus and the baby, as he leaves by the lettuce covered window, with his booty and without his boots.

In a few hours this noble pair was one. The list of their presents did not fill a column of fine type in the morning poipers, and the half-tone of the bride was not blazoned forth or fifth on the foist poige.

It is believed that the interest of the public is concluded when the fact of the wedding of the two main guys is announced. Soitenly it would be a moicy to all concoined to toiminate this romance before the reader is driven from madness to violence.



W. H. DUCKER,  
Silver, Burdette, & Co.,  
New York.  
C. E. BROWN,  
Butler, Sheldon & Co.,  
Chicago.



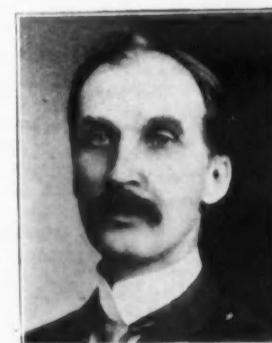
F. D. FARR,  
Silver, Burdette & Co.,  
Chicago.



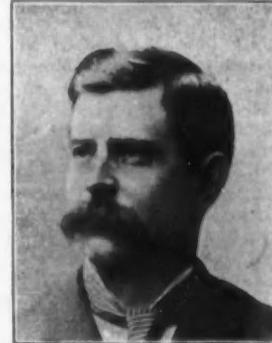
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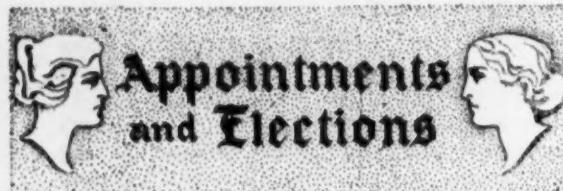
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Houghton, Mifflin & Co.,  
Chicago.

MANAGERS OF EDUCATIONAL PUBLISHING HOUSES.

# School Board Journal



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Alameda—Frank Otis, president; Chas. C. Hughes, secretary and superintendent; W. K. Scott, M. D., E. M. Keys, M. D., C. A. Brown, J. R. Sloan.

## ILLINOIS.

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Fort Scott—H. Brown, Frank Swain, W. J. Calhoun, M. J. Coventry, Wm. Childress, A. L. Muse, M. F. Jarrett, H. I. Ebersole, D. M. Bowen, superintendent.

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## WISCONSIN.

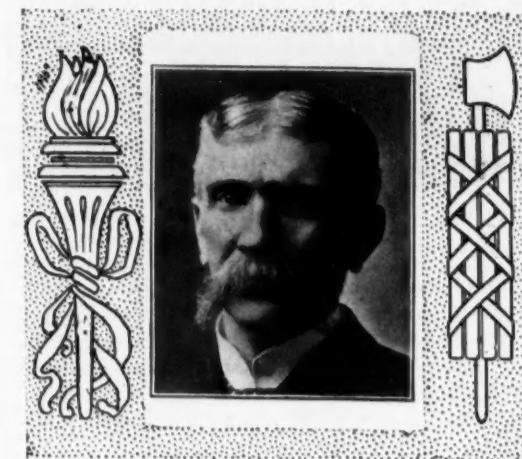
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Sturgeon Bay—F. J. Hamilton, president; W. Garland, secretary; E. E. Beckwith, superintendent; Geo. Greisen, Louis Reichel, Chas. Wolf.

Manitowoc—Paul G. W. Keller, superintendent; \$1,600. Mr. Keller was formerly at New London, Wis.

## SUPERINTENDENTS.

Nashville, Tenn.—Z. H. Brown.  
Providence, R. I.—Walter S. Small.  
Des Moines, Ia.—S. H. Sheakley; \$3,500.  
Covington, Ky.—Prof. J. W. Morris; \$2,400.  
Marshalltown, Ia.—F. E. Willard; \$2,000.  
Yankton, S. D.—C. W. Martindale.  
Evansville, Ind.—Frank W. Cooley.



ALEX. M. COTTON, D.D.S.

Member Board of Education, Maddonfield, N. J.

## Educational Meetings.

Alabama State Teachers' Association, Birmingham, June 17. President, Prof. Jacob Forney, University.

Arkansas State Teachers' Association, Hot Springs, June 24 and 26. President, Prof. Geo. B. Cook, Hot Springs.

Kentucky Educational Association, June 24, 25, and 26. President, H. H. Cherry, Bowling Green; Secretary, Prof. A. M. Miller, of State College, Lexington.

North Carolina Teachers' Assembly, Morehead, June 10 and 15. Pres., Prof. Edwin Mims, Durham; Secretary, W. L. Carmichael, Durham.

Ohio State Teachers' Association, Put-in-Bay, June 25, 26, and 27. President, E. W. Coy, Cincinnati.

Oregon State Teachers' Association, Eugene, June 25, 26, and 27. President, P. L. Campbell, Monmouth Normal School; Secretary, Geo. W. Jones, Supt. Oregon School for Blind.

West Tennessee Educational Association, Fulton, Ky., Tenn. May 22, 23, and 24.

## State Teachers' Association Officers

Central Illinois State Teachers' Association—President: Prof. Frank Hamsher, Urbana; vice-president: E. N. Kildride, Springfield; secretary: Miss Stone, Galesburg; treasurer: J. A. Mercer, Peoria.

## A CHINA HEAD.

COMES FROM TEA DRINKING.

A lady writes from Shanghai, China, "In the summer of '98, Husband and I were traveling through Southern Europe and I was finally laid up in Rome with a slow fever. An American lady gave me some Postum Food Coffee which I began using at once. It was my sole breakfast and supper. In a short time the change in my physical condition was wonderful to see. I will never travel again without Postum."

When we arrived in Shanghai we were in an English community and found ourselves in the midst of the four o'clock tea custom. Before long we began to have sleepless nights and nervous days as a result of our endeavors to be amiable and conform to custom.

As soon as it could arrive from San Francisco we had a large supply of Postum Food Coffee and began its use at the four o'clock tea table. I cannot tell how popular the coffee table became for afternoon callers. In fact a number of the business men, as well as missionaries, use Postum now wholly in place of tea and the value of the change from coffee and tea cannot be estimated." Name given by Postum Co., Battle Creek, Mich.

## Two Book Contests.

Kansas and Utah will adopt text books during the present month.

Great interest is just now centered upon Kansas and Utah, where state adoptions of text books will be made this month.

On May 5 the state text book commission of Kansas meets to adopt text books. This commission consists of the following members:

Frank Nelson, Superintendent Public Instruction, Topeka; A. B. Carney, City Superintendent, Concordia; Fremont Leidy, Senator, Leon; E. Stanley, President Friends' University, Wichita; Edwin Taylor (Kansas City, Kas.), P. O. Edwardsville; H. F. M. Bear, City Superintendent, Wellington; H. F. Sheldon, ex-Senator, Ottawa; D. O. McCray, Newspaper, Topeka; D. F. Shirk, City Superintendent, Cottonwood Falls.

The adoptions for the cities of Ogden, Salt Lake City, Provo City and Logan will be made May 26. The adoptions for the rest of the state will be made by a board consisting of the county superintendents, the principals of the normal schools and the state superintendent. A period of five years is covered by the adoptions.

The various educational publishing houses are represented in Utah as follows:

American Book Co.—J. M. Eppstein, C. E. Ricketts. Ginn & Co.—W. E. Goddard. Werner School Book Co.—J. H. and C. Pugh. D. C. Heath & Co.—L. J. Phibus, Caspar W. Hodgson. Butler, Sheldon & Co.—J. N. Hunt.

## The Late Capt. J. C. Scott.

The memory of the late Captain J. C. Scott, who represented the American Book Co. in Southern Illinois, will live for a long time among those who knew him. He died Feb. 28, 1902, at Vandalia, Ill.

The Captain has an interesting career behind him and many are the stories told of his courage, geniality and force of mind.

He was born in Pittsburg, Pa., in 1825. Some of his boyhood days were spent in Kentucky. At the age of 13 he came with his parents to Illinois. After receiving a college training he devoted himself to educational work and at the beginning of the War of the Rebellion entered the ranks as a soldier. He fought in several of the great battles and was mustered out at the end of the war with honors and a military title. After the war he served as county superintendent.

His work as a bookman began when he assumed the general agency for Wilson, Hinkle & Co., later with the Van Antwerp, Bragg & Co., and the American Book Co. He was in the book field continuously for over 30 years. He was an honest, loyal and conscientious bookman and was loved by every one that knew him.

W. S. Smyth, Sr., western manager of D. C. Heath & Co., Chicago, has returned from the South, whither he had gone for his health. Last fall Mr. Smyth was ailing but he has now recovered and is able to assume his duties again.

George I. Kelley, who represented Maynard, Merrill & Company in Nebraska, has resigned and will leave for the Philippine Islands to take a position under the United States government.

W. L. Oliver has severed his connection with Eaton & Co., Chicago, and taken a position with the Union Book Co. The latter is a subscription book house.

Pittston, Pa. The school teachers of Pittston township are still firm in the strike which they inaugurated four months ago for back salaries, and at a recent meeting they decided they would



PROF. WALTER H. SMALL,  
Superintendent-Elect, Providence, R. I.

let the rising generation be reared in ignorance rather than continue in educational work for glory. The members of the school board have been striving hard to induce the teachers to resume work on the old plan—steady work, but no pay day.

Dr. A. E. Winship, of Boston, speaking about teachers' wages said: "Massachusetts pays 60 per cent. more to her teachers than any other state, and yet it amounts to only \$1.75 a day for those who teach the higher grades, and the majority are paid less than that. The teacher gets but little more than the woman who scrubs the floor." Dr. Winship believes that the woman teacher should be given sufficient salary to enable her to live comfortably and be a leader in society.

## A NEW SERIES The Canterbury Classics

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TAYLOR'S SECOND READER is published by the WERNER SCHOOL BOOK COMPANY, who will be pleased to correspond with educators concerning its examination and introduction. Address nearest office: 378-388 Wabash Avenue, CHICAGO; 78 Fifth Avenue, NEW YORK; 73 Tremont Street, BOSTON.

GOOD LITERATURE AND BEAUTIFUL PICTURES



Richard Burton, professor of English of the University of Minnesota and author of a number of important books, has recently been engaged as literary editor by the Lothrop Publishing Co., Boston, to take the place of the late lamented Elbridge S. Brooks, for a number of years occupying this position. The Lothrop portrait catalogue, fully descriptive of many important books, can be had by any of our readers who will apply for it, mentioning this journal.

Toronto, Can. A committee of the Ontario Educational Association, appointed in 1901 to inquire and report to the meeting of 1902 on phonic primers, submitted its report at the recent meeting held in this city. The committee considers the following as essentials of a good phonic primer:

1. The book must be based upon phonic principles.
2. The aim should be to cultivate self-activity in the pupils.

3. The play element should predominate as far as possible, giving the letters personality, for example.

4. There should be no diacritical marks, so that the work may be presented in as simple a form as possible.

5. The work should be in regular sequence, proceeding from the simplest sounds to those more difficult. The short sound of the vowels should be taught before the long sound. There should be a proper classification of different representations of the same sound as, ee, ea, ie and y, having the same sound as e (long), and a proper grouping of such irregularities as, ough, ould, alk, ood, as these conduce to correct spelling.

6. The pictorial illustrations should be numerous, artistic, and many of them colored, and they should suggest either the form of the letter or its sound, or both if possible, rather than the word.

7. The lessons should be simple so as to carry out the aim of teaching reading, but should have some literary value as far as possible.

8. The sentences should be short and the lessons should not be too long to be finished in one teaching period.

9. The lessons should be on such subjects and in such form as to call for intelligent oral expression.

Lansing, Mich. The following books ordered bought: "Common Things with Common Eyes," "Persons and Places," "Bee People," and "International Cyclopedias."

Missouri. State Superintendent W. T. Carrington in a recent letter says:

"There can be no legal changes in the text-books now in use until authorized by a future general assembly. The present law provides for the continuation of the use of the books adopted in 1897, 'for five years and until otherwise provided by law.' No other provision has been made. The earliest possible change in use will be September, 1903, and that depends on what the next general assembly may do."

Massachusetts. A statute reads: "No agent of the state board of education shall be pecuniarily interested, either directly or indirectly, in the publication or sale of any text-book, school book or article of school supplies used in the public schools of this commonwealth."

The western headquarters of the Educational Publishing Company, which were located at the Studebaker Building, Chicago, have been removed to 228 Wabash Avenue, where a more central location is offered. Mr. E. S. Smith, the manager, says that the company has considerable local business and the change is made for the benefit of its patrons.

The Macmillan Company has removed its western headquarters at Chicago from the McClurg Building to the Studebaker Building. This last-named building houses a number of the educational publishers. Ginn & Company, D. C. Heath & Company, Silver, Burdett & Company, Scott, Foresman & Company, Werner School Book Company, Houghton, Mifflin & Company, etc., are in the same building.

Providence, R. I. A resolution before the board states that free text-books now constitute a most serious burden upon the school finances, and calls upon the city council for a greater appropriation for the support of the schools. Upon the refusal of the city council to grant such larger appropriation the general assembly is to be appealed to for such an amendment to the statutes as will exempt the City of Providence from compulsory compliance with the free text-book law.

Oshkosh, Wis. Principal E. J. Dempsey of the Frentz school, in a statement made at a teachers' meeting, showed that the average cost for textbooks to an Oshkosh pupil during his or her school life, beginning with the first grade and continuing through the eighth grade of the ward school, is \$25.28, proportioned as follows: Reading, \$8.70; miscellaneous (including paper, ink, pencils, etc.), \$4.80; drawing, \$2.70; geography, \$1.85; music, \$1.50; language, \$1.30; arithmetic, \$1.05; history, \$1; dictionary, \$1; spelling, 60 cents; physiology, 50 cents; penmanship, 28 cents.

Montgomery, Ala. The joint History Committee of the Confederate organizations of Alabama is sending circular letters to all county and city superintendents and all teachers in the state urging them to furnish the committee with a list of histories in use in their schools in which the war between the states is referred to.

The joint committee is composed of Thomas M. Owen, of Montgomery, chairman; General George D. Johnston, of Tuscaloosa; Dr. O. D. Smith and Dr. P. H. Mell, of Auburn; Mrs. W. A. Gayle, Miss E. M. Bullock and General John W. A. Sanford, of Montgomery; Mrs. I. L. Kennedy, of Opelika, and Hon. William B. Bankhead, of Huntsville. The committee represents the United Confederate Veterans, the Daughters of the Confederacy and the United Sons of Confederate Veterans.

A paragraph of the circular reads:

"This inquiry is made in no mere inquisitive or intrusive sense, but solely to obtain information. After it has been ascertained what books are in use, they will all be carefully and critically examined, in order that errors may be pointed out and recommendations made. The committee wish it understood that its several members have no preconceived opinions or prejudices. They are interested solely in the truth of history, and in the effort to eliminate false teachings."

Messrs. A. C. McClurg & Co. announce that they are about to publish "An Index to Recitations, Readings and Dialogues." A question often asked of the librarian and bookseller is: "Where can I find such and such a selection, recitation or dialogue?" and the query is a frequent one with elocutionists and teachers. It would seem, therefore, that a complete and accurate index to selections contained in a number of the standard collections and anthologies of poetry and prose would fill a long-felt and definite want.

Lansing, Mich. Four sets of the International Cyclopedias ordered bought.

Minneapolis, Minn. The text-book committee had the clerk instruct all publishing houses that their agents must not interview any members of the board, the superintendent, the principals or teachers of the various schools. Director Hicks opposed the action of the committee, claiming it to be absurd.

Albany, N. Y. Commissioner McElroy: I believe it is only just and fair to consult the wishes of the teachers in selecting text-books.

## Spencer's Commercial Law

answers every requirement for a high-grade text-book for class-room use. The right size—the right price. Best for teacher—best for student.

Spencer's Commercial Law with Illustrative Cases and Problems.

THE BOWEN-MERRILL COMPANY :: INDIANAPOLIS, U. S. A.

A fierce book contest has been waging in Pittsburgh, Pa. It was led by Ginn & Co., with the American Book Co. on the defensive. Much newspaper talk followed. The majority report favored the adoption of five of Ginn & Co.'s books. The representatives of other houses claimed in a petition sent to the board that their books had not been properly examined and asked for a subsequent hearing. The petition was signed by R. S. Latham, of D. C. Heath & Co.; C. S. Bunker, of Rand, McNally & Co.; and J. D. Anderson, of Silver, Burdett & Co. Other firms who joined in the petition were J. B. Lippincott & Co., Christopher Sower Company, The Macmillan Company, Maynard, Merrill & Co., and R. L. Myers & Co.

Pittsfield, Mass. The board purchased a set of books in ten volumes, edited by Thomas B. Reed, for use in the high school. The title of the books is "The Best Specimens of Modern Eloquence."

Marion, O. A set of Leonard's history purchased for the high school.

**\$85.00**  
Is all it will cost for a trip through  
**YELLOWSTONE PARK**  
At the close of the  
**Minneapolis Convention.**

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If a sufficient number go, a SPECIAL TRAIN of Pullman Dining Cars will be placed at your disposal.

Send 6 cents for "Wonderland 1902," 25 cents for "Yellowstone National Park" and for any other additional information, write to

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**WANTED**—A man of energy, integrity and ability to represent our New and Enlarged Edition of Webster's International Dictionary in your county. Address giving references, age and experience,

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## School Board Journal

Charles G. Sower, president of the Christopher Sower Company, publishers of school books, located at Philadelphia, died on March 22. He was born in Norristown, November 21, 1821. He was fifth in descent from Christopher Sower (Saur), the famous Colonial publisher of Germantown, who began printing and publishing there in 1738, and fourth in descent from Christopher Sower, 2d, also famous as a colonial printer and publisher, and as bishop of the Dunkard Church of Germantown. His grandfather, David Sower, Sr., and his father, David Sower, Jr., in succession continued the family business in Germantown and then in Norristown, and Charles G. Sower began to prepare for the succession by entering his father's bookstore in Norristown, in 1836. In 1852 he became head of the business, and in 1844 he removed it to Philadelphia, where it was continued under the firm names successively of Sower & Barnes, Sower, Barnes & Co., Sower, Barnes & Potts, Sower, Potts & Co. Finally, in 1888, just 150 years after the commencement of the business, the firm was incorporated as the Christopher Sower Co., and soon after located at 614 Arch Street, where it has since continued. From 1842 until his death, Charles G. Sower remained at the head of the business. Mr. Sower was a life member of the Historical Society of Pennsylvania, the German Society of Philadelphia, the Academy of Natural Sciences and other organizations.

Cambridge, Mass. The following is the rule relating to changes in text-books: "All proposals for changes in text-books shall be made to the superintendent. If believed by him to deserve consideration, he shall appoint two persons, one of whom shall be a teacher in the service of the city, and they and the superintendent shall examine and each make a written report on the proposed books. These reports shall be kept on file in the office of the superintendent, and shall be open to inspection by members of the board only. Changes so considered may be recommended to the board for adoption, when they shall be referred to the committee on text-books."

A good working library is an essential adjunct to a successful school, and it is by providing such aids and conveniences that pupils become interested in their work and the schools are advanced. These libraries should contain such books, the reading of which will broaden the pupil's mind and create a desire for good literature.

New Castle, Pa. A proposition to introduce the New Testament as a supplementary reader was voted down.

Grand Rapids, Mich. A set of Bergen's "Foundation of Botany" bought for use in the Union school.

Kansas spends yearly over half a million dollars for school books.

Butler, Sheldon & Co. announce the appearance of their Warren's New Physical Geography. The book is printed from entire new plates, with the latest maps.

### Recent Adoptions.

Keyser, W. Va. Mineral County: Brumbaugh's Readers, a five-book series; McGuffey's Spelling Book, Ray's Arithmetic, Ray's Algebras, White's Geometry.

Columbus, O. Harkness' Complete Latin Grammar and Allen & Greenough's Latin Grammar, as reference grammars in the high schools.

Connersville, Ind. James & Sanford's Government in State and Nation.

Green Bay, Wis. James & Sanford's Government in State and Nation.

Cohoes, N. Y. For the Commercial School—The New Packard Commercial Arithmetic, Modern Illustrative Bookkeeping, Tilden's Commercial Geography and Pitman's Shorthand Manual. Instruction in vocal music—The Educational Music Course. High School—Lockwood

and Emerson's Composition and Rhetoric. All schools — Milne's Mental Arithmetic.

Portland, Me. Maury's Elementary Geography and Tarbell's Complete Geography.

Pittsburg, Pa. The Committee on Text-Books of the Central Board of Education has recommended the adoption of the following books: Adams' Complete Geography, Botsford's History of Greece, Morey's Outline of Roman History, McLaughlin's History of the American Nation, Needham's Lessons in Geology, Davenport's Introduction to Zoology, Maxwell & Smith's Writings in English, Brigham's Text-Book of Geology, Williams & Rodgers' Seventy Lessons in Spelling, Milne's Higher Algebra, Jagemann's Material for Grammar and Prose Composition, Jagemann's Elements of German Syntax.

Cambridge, Mass. Adoptions during the past year: Bouvet's Exercises in French Syntax and Composition, Lamartine's Scenes de la Revolution Francaise, Bowen's Introduction to Modern French Lyrics, Enault's Le Chien du Capitaine, Guerber's Contes et Legendes, Legoue et Labiche's La Cigale chez les Fourmis, Bullock's Introduction to the Study of Economics, Shepard's Harmony Simplified, Tuft's Polyhymnia, Blaisdell's Child Life Primer, Carroll's Around the World, Book I; Holbrook's Hiawatha Primer.

Appleton, Wis. James & Sanford's Government in State and Nation.

Maury's Geographies, published by the University Publishing company, were adopted during the past month as follows:

St. Mary's School, Long Island City; St. John's School, Whiteplains, N. Y.; St. Augustine's School, Ossining, N. Y.; Public schools, White Lake, N. Y.

Philadelphia, Pa. Fifteen minutes daily are devoted to giving instruction in physical culture and to contribute noticeably to the progress and exercises.

### THE TWELFTH CENSUS

Of the United States furnishes information concerning population, productions, industries, etc., as existing in 1900, essential for earliest practicable introduction into text-books of school geography. The returns of population were soon formulated and given out by the Census Office. Advance figures were promptly furnished in the Recent Geographical Events of Maury's Manual of Geography, and full population results incorporated in the body of the text of the 1901 edition. Census returns of manufactures, productions, etc., have only begun to be issued. They require much time for comparison and tabulation.

This is an illustration of how Maury's Manual keeps abreast of geographic changes. Maury's Elementary, in its new and attractive form, is a favorite with a wide circle of teachers.

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Applied Pedagogy, Flora J. Cooke Art, John Duncan  
Kindergarten, Bertha Payne Speech, Oral Reading, and Dramatic Art,  
History, Emily J. Rice Martha Fleming  
Geography, Zonia Baber Clay-Modeling and Pottery, Chalk-Modeling, Textiles,  
Nature Study, Wilbur S. Jackman Basketry, Manual Training, Physical Culture,  
Vocal Music.

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Des Moines, Ia. State Superintendent Barrett issued a circular letter to the school boards of the state in which, among other things, he said: "It is an honor not lightly to be esteemed to be chosen by the electors to supervise the school interests of any community. The right use of the power conferred means improved school premises, beautified grounds and buildings, repaired and cleansed, trees planted, walks laid out, fences built, longer school year, less frequent changes of teachers, and better teachers at higher wages. \* \* \* The very best is none too good for the children of Iowa, and we cannot refrain from expressing the sincere hope that you will be satisfied with nothing less."

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# List of Popular School AND COLLEGE Text Books

## ABBREVIATIONS.

American	American Book Co.	Cincinnati, New York, Chicago.
Appleton	D. Appleton & Co.	New York, Boston, Chicago.
Barnes	A. J. Barnes Publ. Co.	St. Louis, Mo.
Bowen	Bowen-Merrill Co.	Indianapolis.
Butler	Butler, Sheldon & Co.	Chicago, New York.
Central	Central School Supply House.	Chicago.
Flanagan	A. Flanagan Co.	Chicago.
Funk	Funk & Wagnalls.	New York.
Ginn	Ginn & Co.	Boston, New York, Chicago.
Heath	D. C. Heath & Co.	Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago.
Irish	Frank V. Irish.	Chicago.
Johnson	B. F. Johnson Publishing Co.	Richmond, Va.
Krone	Krone Bros.	New York.
Lippincott	J. B. Lippincott Co.	Philadelphia.
Longmans	Longmans, Green & Co.	New York.
Maynard	Maynard, Merrill & Co.	New York, Chicago.
Merriam	G. & C. Merriam Co.	Springfield, Mass.
Morse	The Morse Co.	New York, Chicago.
Macmillan	The Macmillan Co.	New York, Chicago.
McNally	Rand-McNally & Co.	Chicago.
Myers	R. L. Myers & Co.	Harrisburg, Pa.
Pitman	Isaac Pitman & Sons.	New York.
Potter	Potter & Putnam Co.	Chicago.
Powers	Powers & Lyon.	New York.
Prang	Prang Educational Co.	Chicago, New York.
Richardson	Richardson, Smith & Co.	Boston, New York, Chicago.
Sadler	Sadler-Roe Co.	New York.
Sanborn	Benj. H. Sanborn & Co.	Baltimore.
Scott	Scott, Foresman & Co.	Boston, Chicago.
Scribner	Charles Scribner's Sons.	New York, Boston, Chicago.
Shewell	Thos. R. Shewell & Co.	Boston, New York, Chicago.
Silver	Silver, Burdett & Co.	Boston, New York, Chicago.
Sower	Christopher Sower Co.	Philadelphia.
Thompson	Thompson, Brown & Co.	Boston, Chicago.
University	University Publishing Co.	New York, New Orleans.
Western	Western Publishing House.	Chicago.
Werner	Werner School Book Co.	Chicago, New York, Boston.
Woodward	Woodward & Tiernan Ptg. Co.	St. Louis, Mo.

## ALGEBRA.

Milne Series	American
White's School	"
Downey's Higher	"
Slaught's Elements	Appleton
" Principles	"
Hull's	Butler
Sheldon Series	"
Oliny's Series	"
Wentworth Series	Ginn
Beman & Smith	"
Wells' Series	Heath
Bowers' Series	"
McCurdy's Drill Books	"
Freeland's	Longmans
Hall & Knight's	Macmillan
Thompson's New	Maynard
Durrell & Robbins Series	Myers
Collins'	Scott
First Book	Silver
Lilly's Series	"
Brooks'	Sower
Beginners	Thompson
Bradbury Series	"
Fairbanks & Heben	"
Sanford's Ele	University
Nicholson's Ele	"
Venable Series	"
Ginn's Gram. Sch.	Werner

## ART.

Riverside Series	Houghton
Van Dyke's Painting	Longmans
Hamlin's Architecture	"
Marguand & Frothingham's Sculpture	"
Abbott-Gaskell's Outlines	Silver

## ASTRONOMY.

Todd's New	American
Bowen's	"
Brady's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
Colaw & Elwood's	Johnson
Carr's	"
Lippincott's	Lippincott
McLellan & Ames' Series	Macmillan
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Carroll's Series	Morse
Durrell & Robbins Series	Myers
Practical Mensuration	Myers
Peal Mental	Myers
New Business	"
Practical Counting House Arithmetic	"
Commercial Arithmetic, College Ed	Sadler
Commercial Arithmetic, School Ed	"
Essentials of Arithmetic	"
Swift and Reliable Short-hand	"
Richardson's Commercial Law	"
Belfield's Ele	Scott
Brooks' Rational	"
Belfield's	"
Southworth's Essentials	Silver
Comp.	"
Normal Course	Silver
Pierce's Series	"
New Complete	Silver
Brooks Series	Sower

## BIOLOGY.

Dodge's	American
Boyer's	Heath
Parker's	Macmillan
Bidgood's	Longmans

## BOOKKEEPING.

Bryant & Stratton's	American
Eclectic	"
Palmer's	Butler
Mayhew's	"
Gay's	Ginn
Shaw's Ele	Heath
Seavy's Practical	"
Montgomery's Mod	Merrill
Powers' Single Entry	Powers
" First Less	"
Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyte's Book	Sower
Meservey's	Thompson
American Account'n	University
Carr's	Werner
Lippincott's	"
McLellan & Ames' Series	Macmillan
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Carroll's Series	Morse
Durrell & Robbins Series	Myers
Practical Mensuration	Myers
Peal Mental	Myers
New Business	"
Practical Counting House Arithmetic	"
Commercial Arithmetic, College Ed	Sadler
Commercial Arithmetic, School Ed	"
Essentials of Arithmetic	"
Swift and Reliable Short-hand	"
Richardson's Commercial Law	"
Belfield's Ele	Scott
Brooks' Rational	"
Belfield's	"
Southworth's Essentials	Silver
Comp.	"
Normal Course	Silver
Pierce's Series	"
New Complete	Silver
Brooks Series	Sower

## BUSINESS FORMS.

Eaton's Series	American
Ward's Series	"
Merrill's	Merrill
Twenty Lessons in	Powers
Powers	"

## CIVICS.

Forman's	American
McCleary's	"
Andrews' Manual	"
Jones & Sanford's Gov't	In State and Nation
Scribner Practical Civics	Flanagan
Seelye's	"
Dole's Am. Citizen	Heath
" The Young Citt...	"
Wilson's The State	"
Judson's Young Am.	Maynard
Martin's Hints	Silver

## CIVIL GOVERNMENT.

Peterman's	American
Willoughby's Am. Citt.	"
Moses	Appleton
Donnan's Our Gov't	Bowen
Macy's	Ginn
"	"
Flickinger's	Heath
John Fiske's	Houghton
Schwinn & Stevenson's	Lippincott
Blocher's Ark	Johnson
Curry's Confed. States	"
Young's	Maynard
Mowry's Elements	Silver
Mowry's Studies	"
Finger's Lowry's	University
Hindale's Am. Gov.	Werner

## COMMERCIAL LAW.

Spencer's Elements	Bowen
	"
	"
	"
	"

## COMPOSITION AND RHETORIC.

Buehler's	American
Haven's	"
Hill's	"
Swinton's School	"
Butler's School Eng.	"

## ELOCUTION.

Kidd's	American
Murdock's	"
Southwick's	"
Bailey's Essen. of Reading	Butler
Waddy's	Ginn

## ECONOMICS.

Hull's Practical	Appleton
Gunton	"
Andrews' Institutes	Silver
Bullock's Introduction	"

## ELOCUTION.

Kidd's	American





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# School Board Journal

## GERMAN—Continued.

Mueller's Series ..... Silver  
Silver Modern Language Series ..... " Knodoch's Ger. Simp. University Hamilton's Primer ..... Western Martin's Series ..... Werner

## GRAMMAR.

(See Language and Grammar.)

## GREEK.

Forman's ..... American Gleason & Atherton's ..... " Harper & Castle's ..... " Twentieth Century Series Appleton Pearson's ..... Irish Goodwin's Grammar ..... Gina White's First ..... " White's Beginners ..... " Seymour's Iliad ..... " Perrin & Seymour's Odyssey ..... " Collar & Daniels' Beginners Companion ..... " School Classic Series ..... " College Series—Authors ..... " Bryant's Iliad ..... Houghton Bryant's Odyssey ..... " Palmer's Odyssey ..... " Ritchie's ..... Longmans Arnold's Prose Comp. ..... " Arnold's Prose Comp. ..... Scott Jones' Prose Comp. ..... "

## HISTORIES.

Egglesford's ..... American McMaster's U. S. ..... " Barnes' (2) ..... " Eclectic (2) ..... " Swinton's ..... " Munro's Mid. Ages ..... Appleton Whitcomb's Europe ..... " Hulding's English ..... " McLaughlin's Amer. Scudder's U. S. ..... Butler New Era Series ..... " Myer's Series ..... " Montgomery's U. S. ..... " English ..... " French ..... " Thomas' U. S. ..... Heath Sheldon's U. S. ..... " " Grk. and Rom. ..... " Homan's Elem. U. S. ..... " Thomas' Elementary ..... " John Fiske's U. S. ..... Houghton Learned's English ..... " Riverside Biol. Series ..... " Pictet's Epitome ..... " Lee's U. S. ..... Johnson Shinn's Ark. ..... Riley's Miss. ..... " Maury's Va. ..... " N. C. Stories ..... " Texas Stories ..... " Tennessee Stories ..... " Morris Series (3) ..... Lippincott Oman's Greece ..... Longmans How & Leigh's Rome ..... " Higgins' U. S. ..... " Gardner's Stud. Eng. ..... " Ransome's England ..... " Robinson's Rome ..... " Higgins & Channing's England ..... " Channing's U. S. ..... Macmillan Shuckburg's Rome ..... " Botsford's Greece ..... " Robinson's Greece ..... " Adams' European ..... " Channing's Student ..... " Gram. School ..... " Coman & Kendall's Eng. ..... " Anderson's U. S. ..... Maynard England ..... " France ..... " Leighton's Rome ..... " Dutton's Series ..... Morse Smith's Manual U. S. ..... Petter Andrews' U. S. ..... Scribner Adams' ..... " Burgess' ..... " Gordy's U. S. ..... " Oxford Man of Eng. ..... " Thatcher & Schwilley's ..... " Mowry's First Steps ..... Silver Mowry's U. S. S. History ..... " Andrews' Institutes ..... " Stone's England ..... Thompson Hansall's School ..... University Higher ..... " Jones' U. S. ..... " Evans' Georgia ..... " Brown's Alabama ..... " L. & M. Mississippi ..... " Ellis' ..... Werner Burton's Our Country ..... " University

Thomas' Words of Lincoln ..... Western  
LANGUAGE AND GRAM-  
MAR.

Harvey's ..... American Long's ..... " Maxwell Series ..... " Lyte's ..... " McHenry's ..... Western Metcalf & Bright's ..... American Metcalfs ..... " Powell & Connolly's ..... Irish Irish's Orthog. & Orthoepy ..... " Irish's Gram. & Anal. by Diagram ..... " Sheldon's Prim. Lan-  
guage Lessons ..... Butler Patterson's Elec. of Gram. & Comp. ..... " Sheldon's Advanced ..... " Powell's How to Talk ..... " How to Write ..... " How to See ..... " Practical Studies in Flanagan Whitney & Lockwood ..... Gina Tarbell's Lessons ..... " Knox-Heath's Ele. ..... " Lockwood's Lessons ..... " Arnold & Kittredge ..... " Hyde's Eng. Lessons ..... Heath Eng. Gram. ..... " Meiklejohn's Eng. Gr. ..... " Allen's School Gram. ..... " Allen's Sch. Gram. ..... " Pendleton's Analysis ..... Johnson Patrick's Lang. Less. Lippincott " Gram. Less. ..... " Longman's ..... Longmans Carpenter's Gram. ..... Macmillan Davenport & Emerson's Grammar ..... " Intro. Lang. Work ..... Maynard Reed & Kellogg's ..... " Reed's Introductory ..... " Kellogg & Reed's Word Building ..... " Pitman's French ..... Pitman Essentials of Eng. Gram. Potter Supplemental Lessons in English ..... " Atwood's Language Tablets ..... " Analysis and Parsing ..... " Spalding & Moore's Lan-  
guage Speller ..... Richardson Southworth & Goddard ..... Shellwell Bartlett's Series ..... Silver Milne's Grammar ..... " Welsh's ..... " Sower Dunton & Kelley's ..... Thompson DeGarmo Lang. ..... Werner Brown & De Garmo's Gram. ..... Woodward Series ..... Woodward

## LATIN.

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## LITERATURE.

(See English Literature.)

## LOGIC.

Davis' ..... American Schuyler's Prin. of ..... " Ballantine's Inductive ..... Gina LaFleur's Ill. of ..... " Mills' System ..... Longmans Creighton's ..... Macmillan Jevon's ..... "

## MANUAL TRAINING.

Compton's ..... American Ham's ..... " Hoffman's ..... " Kirkwood's Sewing ..... " Goss' Bench Work ..... Ginn Hapgood's Needle Work ..... " Banner's Sewing ..... Longmans Hewitt's, 3 Vols. ..... " Unwin's Clay Modelling ..... " Hiawatha Primer ..... Houghton Riverside Lit. Series ..... " Longman's " Ship" Lit. ..... Longman's Supplement. Fairy ..... " Longman's Infant Fairy. ..... " " Ship" Historical ..... " Longman's Chaty ..... " Blaidsell's ..... Macmillan Graded Literature ..... Maynard Deane's Phonetic ..... Morse New Century Series ..... " New Script Primer ..... Potter Vertical Script Primer. ..... " New Phonic Primer ..... " Stories of Starland ..... Salomon's Sloyd ..... Silver Brumbaugh's ..... Sower Davis' ..... University Holmes' ..... " Lippincott's ..... " Woodward Series ..... Woodward

## MENTAL SCIENCE.

Bain's Mental ..... American Hewett's Psychology ..... " Schuyler's Psychology ..... " Bowe's ..... " Dewey's Psychology ..... " Halleck's Psychology ..... " Hewitt's Psychology ..... " Putnam's Psychology ..... " Buell's Essence of ..... Ginn Sanford's Psych. ..... Heath Compayne's Psych. ..... " Herbert's Psychology ..... " Dexter & Garlick's Psychology ..... Longmans Pitchener's Psych. ..... Macmillan Baker's Ele. Psych. ..... Maynard Robertson's Ele. of ..... Scribner Minto's Logic ..... " Muirhead Ele. of Eth. ..... " Hyslop's Ele. of Eth. ..... " Davis' Ethics ..... Silver Davis' Elements of Psycho-  
logy ..... "

## MUSIC.

Natural Series ..... American Model Series ..... " Gantvoort's Series ..... " Matthew's Songs ..... " Siebert's Choice Songs ..... Butler Educational Series ..... Gina Mason's Course ..... " National Course ..... " Whiting's Series ..... Heath Hart's Class. Reader ..... " Emerson's Hymnal ..... " Riverside Song Book ..... Houghton Russell's Vocal Culture ..... " Bertenshaw's Meth. ..... Longmans Brewer & Reddall ..... Maynard American System ..... Richardson Stevenson Song Book ..... Scribner Field-Dekoven S. Book ..... " Modern Series ..... Silver Study ..... " Cecilian Series ..... " Silver Song Series ..... " Green's ..... Werner

## NATURAL SCIENCE.

Treat's Home Studies. American Treat's Home Studies ..... " Cooper's Animal Life ..... " Herrick's Plant Life ..... " Bailey's Physics ..... Heath Guides for Teaching ..... " Rick's Natural His. ....

## RICE'S TEACHING.

Spears' Leaves and Flowers ..... " Scott's Nature Study ..... " Miller's Birds ..... Houghton Burrough's Squirrels ..... " Eckstorm's Woodpecker ..... " Story of the Ages ..... Johnson Some Birds and Their Ways ..... " Stories of Bird Life ..... " Lessons in Plant Life ..... " Beddoe's Zoology ..... Longmans Nature's Byways ..... Morse Engell's Outlines in Nature Normal Course ..... Silver Norcross's Springtime Flowers ..... " Griffin's Philosophy ..... Sower

## MANUAL TRAINING.

Smith's Reading and Speaking ..... Heath Webster's Bunker Hill ..... Longmans Briefs for Debate ..... " Follett's Speaker ..... " Espenashade's Forensic Declamation ..... Silver

## PEDAGOGICS.

Hewitt's ..... American White Ele. of ..... " " Ship" Historical ..... " Roark's ..... " Hallmann's Sch. Management ..... " Compayne's His. of ..... Heath Heath's Pedagogical Lib. ..... " Hall's How to Teach ..... " History ..... " Barnett's Eaching and Organization ..... Longmans Garlick's Manual of Methods ..... " Beale's Work & Play ..... " Salmon's Art of Teach. ..... " Barnett Common Ser. in Am. Teacher Series ..... " Landorn's Class Management ..... Macmillan Herbart's ..... Scribner Butler's ..... " Arnold's Waymarks ..... Silver Smith's Systematic Methodology ..... "

## PENMANSHIP.

Barnes' Vertical ..... American Spencerian Series ..... " Curtis' Semi-Vertical ..... " American Vertical ..... " Sheldon's Vertical ..... Butler Roudebush Writing ..... Central Shaylor's Vertical ..... Ginn Ginn's Slant ..... " Natural System of Vertical ..... Heath Newland & Rowe's Ver. ..... " Smithideal's Slant ..... Johnson Johnson's Vertical ..... " Davis' Ethics ..... Silver System ..... " Paragon ..... Krone Longman's New Copy Books ..... Longmans Merrill's Vertical ..... Maynard Merrill's Modern ..... " Intermedial System ..... Morse Economic System of Penmanship, 6 Nos. ..... Potter Potter & Putnam's System of Vertical Writing, 10 Nos. ..... " Man. Business Writ. ..... Powers Smith's Intermedial. Richardson Standard Vertical ..... Sower Popular Slant ..... " Hart's Class. Reader ..... " Round-Hand Slant ..... Shellwell Round-Hand Vertical ..... " Normal System ..... Silver Duntonian ..... Thompson University Series ..... University Simplified Penmanship ..... " Rational System Vert. ..... Werner

## PHYSICS.

Harrington's ..... American Hadley's ..... " Rowland & Ames' ..... " Ames & Biles' ..... " Cooley's Series ..... " Henderson & Woodhull. Appleton Avery's ..... Butler Wentworth & Hill's ..... " Stone's ..... " Dolbear's ..... " Rational Method ..... " New Normal ..... Werner Hastings & Beach's ..... " Clute's Lab. Man. ..... Heath Physics ..... "

## WHITING'S PHYSICAL

Measurement ..... Heath Bailey's Ele. Physics ..... " Sharpless & Phillips. Lippincott Hopkins' Prep. ..... Longmans Watson's Practical ..... " Wright's ..... " Glazebrook & Shaw's Practical ..... " Watson's Advanced ..... " Balfour-Stewart's ..... Macmillan Nichols' ..... " Shaw's ..... Maynard Smith's Experiments ..... Morse Thwing's Elementary ..... Sanborn Britton's ..... Scribner Grant's ..... " Dana's ..... " Mills' ..... " Storer's ..... " Thompson's ..... " Head's Elements ..... Silver Grifford's Elements ..... Thompson Adams' Lab. Man. ..... Werner

## PHYSICAL CULTURE.

Morris' System ..... American Stoneroad's ..... Heath Pray's Motion Songs ..... " Bancroft's Gymn. ..... " Johnson's ..... Johnson Anderson's ..... Maynard The Ling System ..... Silver

## PHYSIOLOGY AND HYGIENE.

Overton's Series ..... American Smith's Primer ..... " Kellogg's Series ..... " Union Series ..... Butler The Teacher's Manual. Central Blaidsell's Series ..... Ginn Colton's ..... " Heath Briefer ..... Heath Cuttler's Series ..... Lippincott Barnett's Making of the Body ..... Longmans Ferneaux's Phys ..... " Thornton's Phys ..... " Moore's Phys ..... " Foster & Shore's ..... Macmillan Huxley & Bee. ..... " Devine's ..... " Ely's Outlines ..... Hutchison's Series ..... Maynard Standard School ..... Morse Stowell's Health Series ..... Silver Gifford's Elementary. Thompson Dunglison's ..... Werner Baldwin's Physiologies. ..... " Worcester's ..... Monroe's ..... Hasen Grade ..... Ginn Jacobs' Practical ..... " Jacobs & Piper's ..... " Stickney's ..... " Sever's ..... Heath Penniman's New Pract. ..... " Branson ..... Johnson Reed-Word Lessons ..... Maynard Morse Speller ..... Morse Gen Spelling Blanks. Peckham Classic Speller, 3 Nos. ..... Putter Student's Standard Speller ..... " The Practical ..... Powers Spalding & Moore's. Richardson Normal Course ..... Silver Baitzel's Word Build. ..... Sower Student's ..... Scott Holmes' Elementary. University Hansall's Primary ..... " Lippincott's ..... " Columbian ..... Werner Buckwalter Series ..... " Pollard ..... Western Woodward's ..... Woodward

## READERS.

Baldwin's ..... American Harper Series ..... " Swinton Series ..... " Barnes Series ..... " Appleton Series ..... " McGuffey Series ..... " New Education ..... " Pollard's ..... Western Sheldon's Series ..... Butler New Franklin Series ..... " Progressive ..... Butler Hazen's ..... " New American ..... " Monroe's New ..... " Cyr's Series ..... Ginn Stickney's Series ..... " Finch's ..... " Summer's ..... " Strong's ..... " Classics for Children ..... " Heart of Oak ..... Heath Bass' ..... " Pratt ..... " Johnson's ..... Johnson Graded Classics ..... Johnson Judson & Bender's ..... Maynard Normal Series ..... Silver Stepping Stones ..... " Rational Method ..... " New Normal ..... Werner Columbian ..... " Davenport's ..... Macmillan Taylor Series ..... " Werner Primer ..... " Harvey's ..... Western

## SHORTHAND.

Hefley's Manual ..... American Mason's Manual ..... " Barnes' Shorthand for High Sch. ..... A. J. Barnes Barnes' Shorthand Lessons ..... " Barnes' Shorthand Readers ..... " Barnes' Manual ..... " in Shorthand ..... " Twentieth Century Series Isaac Pitman's Comp. ..... Pitman Instructor ..... " Isaac Pitman's Phone. Die ..... " Spanish Phonography ..... " Munson Phonography ..... Powers Pitman Phonography ..... " Cross' Eclectic ..... Scott

## SPANISH.

Bacon's Elements ..... American Garner's Grammar ..... " Mantilla's Readers ..... " Worman's Readers ..... American Pitman's Pract. Spanish Twentieth Century Series DeTornos ..... " Knapp's Grammar ..... Ginn Int. Mod. Language ..... " Cyr's Libro Primer. ..... " " Libro Segundo ..... " Tarbell's Lessons ..... " Frye's Geografia Ele. ..... " Grammar ..... Pitman Loisacour's Grammar ..... Silver Loisacour's Reader ..... " Ford's Anthology ..... " Knodach's Span. Simp.

## PHYSIOLOGY AND HYGIENE.

Overton's Series ..... American Smith's Primer ..... " Kellogg's Series ..... " Union Series ..... Butler The Teacher's Manual. Central Blaidsell's Series ..... Ginn Colton's ..... " Heath Briefer ..... Heath Cuttler's Series ..... Lippincott Barnett's Making of the Body ..... Longmans Ferneaux's Phys ..... " Thornton's Phys ..... " Moore's Phys ..... " Foster & Shore's ..... Macmillan Huxley & Bee. ..... " Devine's ..... " Ely's Outlines ..... Hutchison's Series ..... Maynard Standard School ..... Morse Stowell's Health Series ..... Silver Gifford's Elementary. Thompson Dunglison's ..... Werner Modern ..... Butler Worcester's ..... Monroe's ..... Hasen Grade ..... Ginn Jacobs' Practical ..... " Jacobs & Piper's ..... " Stickney's ..... " Sever's ..... Heath Penniman's New Pract. ..... " Branson ..... Johnson Reed-Word Lessons ..... Maynard Morse Speller ..... Morse Gen Spelling Blanks. Peckham Classic Speller, 3 Nos. ..... Putter Student's Standard Speller ..... " The Practical ..... Powers Spalding & Moore's. Richardson Normal Course ..... Silver Baitzel's Word Build. ..... Sower Student's ..... Scott Holmes' Elementary. University Hansall's Primary ..... " Lippincott's ..... " Columbian ..... Werner Buckwalter Series ..... " Pollard ..... Western Woodward's ..... Woodward

## TYPEWRITING.

Complete Typewriting Instructor ..... A. J. Barnes Special Typewriting Instructor ..... " Abridged Typewriting Instructor ..... " Bunk's Easy ..... Badger " Touch ..... "

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Burnet's ..... American Holder's Elementary ..... " Morse's First Book in ..... " Steele's Series ..... " Needham's ..... " Orton's ..... " Animal Forms ..... Appleton Johnson's ..... Johnson Judson & Bender's ..... Maynard Normal Series ..... Silver Stepping Stones ..... " Rational Method ..... " New Normal ..... Werner Hastings & Beach's ..... " Clute's Lab. Man. ..... Heath Physics ..... "

## AMERICAN LEADERS AND HEROES.

A Preliminary Text Book in United States History. By Wilbur F. Gordy, Principal of the North School, Hartford, Conn. With many illustrations and maps. 329 pages. Price, 60 cents, net. Published by Charles Scribner's Sons, New York, Chicago.

Alphonse Daudet—Selected Stories, including "La Belle-Nivernaise." Prepared for class use by T. Atkinson Jenkins, Professor of the French Language and Literature in Swarthmore College. Cloth, 12mo, 185 pages. Price, 50 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

## School Board Journal



M. H. Murphy, Manitowoc, Wis., has been elected a member of the Executive Committee of the American School Furniture Company, with supervision over the manufacturing interests of the company, which comprise ten plants, operated in different parts of the country.

The duties imposed upon the manager of the Manitowoc Seating Company are onerous, but those who know Mr. Murphy are confident that the American School Furniture Company made no error in broadening his field of responsibility and usefulness. It is Mr. Murphy's push and business sagacity that won him this well-deserved recognition.

Bay City, Mich. A supply of seats bought from the Haney School Furniture Company.

La Salle, Ill. Incidentally for the science department of the high school purchased from the Chicago Laboratory Supply & Scale Company.

Jacksonville, Ill. An additional Remington typewriter has been added to the equipment of the Institute for the Blind.

The Standard School Furnishing Company recently furnished the Olmsted Artificial Slate Blackboards in the School of Mines being erected at Houghton, Mich.

California, Pa. A Smith Premier typewriter has been placed in the Normal school.

Washington, D. C. The board has been requested to provide water for drinking purposes on all floors of school buildings and to furnish ice water during the summer months.

Sanford, Me. The Chandler adjustable desk has been ordered for the high school.

Somerville, Mass. The "Politics Relief Maps," published by the Central School Supply House, of Chicago, have been authorized on the list for grammar and high schools. Maps have been purchased as follows: A relief map of the United States for each large grammar school, a map of the United States and one of Europe for the English high school, a map of North America and one of Europe for the Latin school.

Grand Rapids, Mich. A supply of desks bought from the Haney School Furniture Company; seats from the Grand Rapids School Furniture Works.

Marquette, Mich. The blackboards for the new school building are to be the Olmsted Artificial Stone Slate Blackboard, which have been contracted for from the Standard School Furnishing Co., of Chicago.

Urbana, O. A supply of pencils ordered from the Eagle Pencil Co.

The window curtain fixtures, manufactured by the Buffalo Fixture Works, have been adopted by the United States Government for its various schools and public buildings.

Everett W. Walker, who for ten years was the special representative of the Holden Patent Book Cover Company, of Springfield, Mass., died on March 23, at the age of 65 years. Mr. Walker was well known to educators and school directors in the New England and Middle States. While naturally of a retiring disposition, yet his kindly nature, affable manner and fine physique made him hosts of friends. He was held in high regard by the Holden Patent Book Cover Company, and all who knew him, for his social and business qualities.



MISS IDA T. MANKIN,  
School Supply Agent, Indianapolis, Ind.

Chicago, Ill. The Municipal Art Society has offered to present a framed copy of the Constitution of the United States to every school in Chicago.

Milwaukee, Wis. The city attorney has been asked for an opinion as to the right of the school board, under the law, to engage in the manufacture of school seats.

Hartford, Conn. A Smith-Premier typewriter has been purchased for the high school.

The Hygienic School Furniture Company, formerly located at 32 Bond Street, New York City, has gone out of existence.

The A. H. Andrews Company has now a factory plant which, in point of equipment, is one of the most complete in the United States. It is located at Twenty-Second and Fiske Streets, Chicago. The large buildings are supplied with electric light, the sprinkler system, which is applied in case of fire, elevators, etc. The plant cost \$150,000.

The company will, henceforth, have the best facilities to manufacture school desks, school supplies, bank and office fixtures. Manager Holbrook, who assumed charge last month, will give an impetus to the efficiency of every department.

Newark, N. J. The principals and teachers in the city's 50 public schools were notified that they must be more businesslike in giving out pins to the sewing classes and that a rigid and accurate accounting would be expected of every pin allotted to the girls in these classes. The reproof had a good effect, resulting in the adoption of the following plan:

"Each girl is to get 10 pins when she begins sewing in the sixth grade grammar and when she completes the course at the end of the eighth year, she must return the pins or as many others."

"Each girl has a small pasteboard box in which she is supposed to keep her needles, pins, thread, scissors, etc., and at the end of the sewing period she must pack her materials neatly in the box, leave her box on her desk for the inspection of the teacher, and then put on the lid and place the box in her desk."

Under this new system 25,000 were supplied to the pupils who sew, since there are 2,500 of them. This means 70 papers. A paper of pins bought at wholesale cost the board four cents, so the pin bill for this year was only \$2.80. Hitherto it had been nearer \$15 a year, so the actual saving in dollars and cents was about \$12.

Duquesne, Pa. Sample desks for the new high school exhibited before the board by Mr. Brown, of the Brown School Furniture Company, and by Mr. Hudson, of the Hudson School Furniture Company. The bids were compared, and that of Mr. Brown being the lowest, it was decided to purchase his Chandler desk.

Beaver Falls, Pa. Supplies for the kindergarten procured from the Milton Bradley Co.

Philadelphia, Pa. A supply of paper for the schools bought from Milton Bradley Co. and from White, Wyckoff Manufacturing Company.

La Crosse, Wis. James & Sanford's Government in State and Nation.

The Standard School Furnishing Co. is furnishing the new school building at Hammond, Ind., with the Burlington Venetian Blinds and their Olmsted Artificial Blackboards.

Jamsttown, N. Y. A supply of book covers bought from the Holden Patent Book Cover Co., Springfield, Mass.; science apparatus from L. E. Knott Apparatus Co.; general school supplies from the Central School Supply House.

The Dixon Company have recently purchased ten houses adjoining their pencil factory, in order that they may extend their works and be able to keep up with their school business. The last five years has seen a steady increase in their educational department, and their orders have been coming in much faster than they can be filled. They intend to have the new addition ready for next summer's business.

Brooklyn, N. Y. The women who have organized the Municipal League of the Heights are much in earnest in their advocacy of the establishment of school baths.

Philadelphia, Pa. Miss May Hagenbotham, chairman of the committee on school house decoration, in speaking of the kinds of pictures for use in the schools, said:

"Pictures much smaller than 30 by 40 inches, except in the case of portraits, form mere spots on the wall, cannot be clearly seen and have no true decorative value. The question of the selection of pictures for the kindergarten is a most serious and difficult one. Pictures are plentiful. The country is overrun with them. But to find pictures that reach the standard and are yet simple enough to appeal to the child, is a serious undertaking that requires great care and study."

"A suitable collection should embrace the picture of



EBERHARD FABER, - - 545, 547 Pearl St., New York.

the bird and the flower; the picture showing the progression of the season; the picture in which Art has lent itself to proclaiming the dignity of labor, as in the fine reproductions of Miles. Then there is the beauty that is above and beyond the beauty that is written on the face of land and sea—the mother love for the child, the clinging, appealing, trusting love of the child for the mother."

Miss Hagenbotham tells the following touching story of a picture recently hung in a kindergarten:

"A little boy—a poor little specimen of humanity—stood long and looked wistfully at the beautiful cast of Michael Angelo's—a mother seated with her child leaning lovingly at her side. The boy took a step or two nearer. Then he stroked the mother's face with his dirty little fingers—drawing them back with a quick gesture and looking around as though he had done some forbidden act. But no one gave evidence of seeing him so he gave vent to the full impulse of his little heart and bent over and softly kissed the forehead of the mother. Do we fully realize the value of this stirring of the fountain of feeling—this quickening of love and reverence which needs fostering care to keep it alive in all of us?"

Grand Haven, Mich. The new high school building is to be furnished throughout with the Olmsted Artificial Stone Slate Blackboard by the Standard School Furnishing Co., Chicago, Ill.

Chester, Pa. A Smith Premier typewriter has been purchased for the high school.

**DON'T  
BUY**

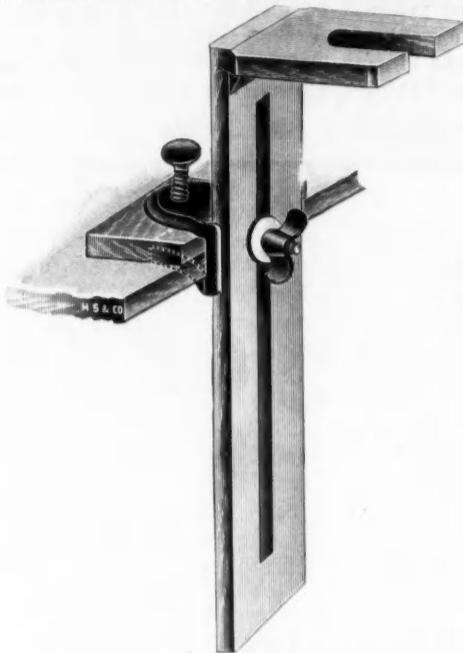
Manual Training Tools or Benches, until you have corresponded with us. We have been 54 years selling "Tools for all Trades" and more than 17 years studying the demands and requirements of Manual Training Schools.

Our customers are in every state in the Union, and on our list we have a large number of the most prominent of the Manual Training Fraternity.

**Hammacher,  
Schlemmer & Co.,**

NEW YORK CITY Since 1848.

Hammacher, Schlemmer & Co., of New York, have just put on the market a "Saw Table" which in several respects is quite unique. It is very clearly illustrated in the accompanying cut. It is adjustable to any school desk and permits the student to work in a standing position—two most commendable features. It is very compact in shape and make-up, and once adjusted, is very rigid. It is simple in construction—very thoroughly made and moderate in price, and what seems to fill the demand most admirably. Special descriptive circulars may be had by applying to the above firm.



Chester, Pa. The clock system in the new high school is a very ingenious one. It was put in by the Fred Frick Clock Company of Waynesboro, Pa., and consists of a "master" clock in the principal's room, and others in each of the class rooms. The principal can map out his programme of the day's studies and arrange his clock accordingly at any time he fixes, the bells in the various rooms will ring, and give notice of the change to be made. By this method, the bells will ring for dismissal at 3:30 p.m. each day, and will not be heard from until it is time to begin the next day's session. The bells are not heard from Friday afternoon until Monday morning, but the clock can be regulated so as to give an alarm every two and a half minutes.

The Standard School Furnishing Company, 45 and 47 Jackson Street, Chicago, will, on or about the 1st of May, move to their new quarters at 149 and 151 Michigan Avenue, in the same city. These people have recently issued a new illustrated catalogue on the subject of their Olmsted Artificial or Seamless Stone Slate Blackboard, a blackboard that is being adopted by leading school boards and colleges throughout the country. They have received many fine contracts so far this year in the new buildings that are contemplated and are being erected. This blackboard gives great satisfaction wherever it is used, as we hear nothing but words of commendation for same from educators who have used it.

New York City. Two Smith Premier typewriters have been purchased for school use.

Elyria, O. A supply of drawing material procured from the Prang Educational Company.

Birdsboro, Pa. A Smith Premier typewriter purchased for the high school.

Washington, Ia. The Washington Academy has purchased two Remington typewriters for use in the shorthand department just added to that institution.

Chester, Pa. On every floor of the new high school building there are two Hyde drinking fountains. These fountains do away with the use of cups. When the flow is turned on, the water just bubbles up to a height which permits a person to lean over and drink at leisure.

Doylestown, Pa. A supply of paper bought from the Milton Bradley Co.

Aaron Lovell, founder and president of the firm of A. Lovell & Co., school book publishers in East Fourteenth street, New York City, died April 16. He had been ill only a short time. Mr. Lovell was born in Rockland, Mass., about 66 years ago. He was a graduate of Tufts college. Soon after going to Brooklyn, nearly thirty years ago, he entered the employ of Clark & Maynard, publishers of school books, books, and left them to go into business for himself. He was a member of the Publishers' league. A widow, two daughters and a son survive him.

Perry G. Williams of Louisville, N. Y., has accepted a position with C. W. Bardeen of Syracuse, dealer in school books and supplies, and will represent him at teachers' Institutes throughout the state.

The factory of the E. G. Dann company, Chicago, was destroyed by fire last month. The company had acquired the property from E. G. Dann & Company, who went out of existence. It is thought that the company will rebuild at an early date.

Hinds & Noble, New York, have moved their establishment to 31-33-35 West Fifteenth Street, between Fifth and Sixth Avenues, where they will occupy the whole of the ground floor and basement of the Beldon Building. For seventeen years they have been a landmark, as it were, in the Cooper Institute Building, first occupying a part of one of the large ground floor stores, and gradually extending until two years ago when they added the fifth store. These six stores are now too small for them. Their new quarters will be more commodious, admitting of a continuance of the wonted growth, both in their business as publishers of educational books and that of wholesalers and retailers of school and college books—the text books of all publishers at one store.

## Framed

to meet every  
demand of the  
practical user



## Remington Typewriter

WYCKOFF, SEAMANS & BENEDICT  
327 BROADWAY, NEW YORK.

Teacher—John, what are your boots made of?  
Boy—Of leather.

Where does the leather come from?  
From the hide of the ox.

What animal, therefore, supplies you with  
boots and gives you meat to eat?  
My father.

The Pendent Globe, which is sold by the Pendent Globe Co., Appleton, Wis., is a piece of apparatus simple in construction. It is made to turn on any diameter and can be easily adjusted to any position. The globe is based on sound pedagogical and geographical principles and is indispensable apparatus for any school in which geography is taught.

## CONCENSUS OF OPINION,

### Interest of the Taxpayers, and Health of the Children

All Demand that Free Text-Books be covered with an adjustable, durable Book Cover, and that every book before being transferred to the next class should have on a fresh, clean cover, permitting scholars to have books in a practically new condition and clean.

The text-books are made to last from 40 per cent. to 60 per cent. longer than usual, resulting in the saving of many dollars annually.

### THE HOLDEN BOOK COVERS AND QUICK REPAIRING MATERIAL

provide for the systematic care of the books, both INSIDE AND OUTSIDE.

Every School Official is interested in the results attained by the "Holden System for Preserving Books" and should write for further information and samples.

Samples Free.

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For Nervousness  
**Horsford's Acid Phosphate**

It soothes and strengthens the entire nervous system, by supplying the exhausted and debilitated nerves with a natural food, possessing the needed vitalizing, invigorating and life-giving properties.

Gives Perfect Digestion and Restful Sleep.

Sold by all Druggists

**Clearly Defined.**

The Student—What is the difference between a wise man and a fool?

The Philosopher—"A wise man is one who imagines he can do without the world, and a fool imagines the world cannot do without him."

"Children," said the teacher, while instructing the class in composition, "you should not attempt any flights of fancy, but simply be yourselves, and write what is in you. Do not imitate any other person's writings, or draw inspiration from outside sources."

As a result of this advice Johnny Wise turned in the following composition:

"We should not attempt any flights of fancy, but rite what is in us. In me thare is my stummick, lungs, hart, liver, two apples, one piece of pie, one stick lemon candy and my dinner."



Professor (to his wife, who, in anger, is about to throw a book at her husband)—Please don't throw that book, it belongs to the public library!

JUST OUT  
**TOWN LIFE IN ANCIENT ITALY**

Edited by Dr. William E. Waters, New York University.  
Price, Cloth, 75 cents. Paper, 40 cents. Sent Postpaid.

BENJ. H. SANBORN & CO.,  
BOSTON, CHICAGO.

Un cabaretie, en train de boire son fonds, explique a un copain le mecanisme de sa passion

—Chaque fois que je m'offre un bock, je me le paye, comme un client.

—Mais ca revient au meme.

—Pas du tout; l'annee dernière, rein que sur moi, j'ai eu quinze cents francs de benefice!

Equal to the Emergency.



Schoolmaster (severely)—Tommy, there are three words wrongly spelled in this excuse!

Tommy (unblushingly)—Well, you must remember my folks didn't have the educational advantages I have.

The short-cut reasoning of children is illustrated in the following. The scene is laid in an American school room:

Teacher—"Who was the first man?"

Small Boy—"George Washington."

Teacher—"Why do you think that George Washington was the first man?"

Small Boy—"Because he was first in war and in peace and in the hearts of his countrymen."

Another boy raised his hand. "Well, Johnny, who do you think was the first man?"

"Don't know his name, but it wasn't George Washington."

"Why are you so positive?"

"Well, my history says that he married a widow, and there must have been someone ahead of him."

"The old professor is quite a bookworm, isn't he?"

"I should say, since he only reads works on geometry, he's a sort of angleworm."

"Now," said the school teacher, "name the presidents in their order."

"Adams, Washington—" began the bright little girl.

"Wrong. Washington was first."

"Oh, no; Mr. Adams must have been first, 'cause my Sunday school teacher told me he was the first man."

## HOW DO YOU BUY PENCILS?

DO YOU rush into a stationery store and say, "Gimme a lead Pencil"? There is a better way—a more satisfactory way—a more economical way; ask for DIXON'S AMERICAN GRAPHITE PENCILS and you will be glad all your days that we gave you the hint. If you want to try them before you buy them mention this paper and send 16 cents, in stamps, and we will send you a package that will give you ample opportunity to judge of their merits

JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.

**A Boy's Notes on Breath.**

"Breath is made of air. We breathe with our lungs, our lights, our liver and kidneys. If it wasn't for our breath we would die when we slept and never wake up. Our breath keeps the life a-going through the nose when we are asleep, and the noise it makes doing it is sometimes awful. Boys that stay in a room all day should not breath. They should wait until they get outdoors where there is more room. Girls kill the breath with corsets that squeezes the diagram. Girls can't holler or run like boys because their diagram is squeezed too much. Diagrams are delicate and girls are fools to squeeze them just to look thin. If I was a girl I had rather be a boy so I could run and holler and have a great big diagram and fun."

**Had Become a Habit.**

"I've been looking for my husband for the last two hours," said the agitated school director's wife to Miss Grammar.

"Don't be excited, madam," replied the old lady teacher, "I've been looking for a husband for the last twenty-five years."

**A Suggestion.**



The Professor—We should like to establish a few more chairs in our university, but we can't do it unless we receive some more bequests or contributions.

Superintendent—Why not establish a Chair of Bequests and Contributions with a persuasive professor who can hustle?

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Hutchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY.

**MAYNARD, MERRILL & CO., Publishers.**

NEW YORK.

BOSTON.

CHICAGO.

## School Board Journal

### Among School Boards.

Reading, Pa. In his annual address to the board, B. F. Hunsicker, the president, said: "The time is not far distant, when pupils will be promoted to higher grades without our present examination system. It seems to me that a thoroughly competent teacher would be able to judge not only the intellectual fitness, but the physical fitness of the pupils. This will do away with subjecting our children to the terrors of continual examinations."

"Many children are nervously unfitted for the duties of life because of these unnecessary examinations. My attention, too, is called to the extravagant scale in which the graduating classes conduct their final exercises."

"In many cities school boards are considering measures for a more modest graduation. There is no question that many parents are distressed on account of the several changes of dress that they are compelled to purchase for their children for the varicous events, in order that they may take a place beside their more fortunate neighbor."

"This is entirely wrong, we cannot legislate in the matter, but it seems to me we ought to discourage anything that tends to extravagance or interference with school work."

Minneapolis, Minn. The Association of Collegiate Alumni, with the approval of the state board of health, proposes making experiments in one of the school buildings with a view of determining the extent of the dissemination of bacteria in the dust of the rooms by the methods employed in sweeping and cleaning.

Chicago, Ill. "A bunch of roses" is the title Trustee Thomas F. Gallagher has bestowed on the annual report issued by the Board of Education. He says the report gives opportunity for President Harris, Superintendent Cooley, Architect Mundie, and other heads of departments to pass one another a few bouquets, and that it was published for no other purpose.

Boston, Mass. There is a woman on the board who continually keeps the members in hot water. Her attacks all have stings in them and the male members of the board live in continual fear of exciting her ire. Mrs. Duff has a mind of her own, and a very forcible way of expressing it which creates lots of fun for the spectators, and gives the newspapers columns of interesting reading matter. Nevertheless, she is a good school board member.

Philadelphia, Pa. Alleged teaching of infidelity in the Central high school were investigated but found untrue.

Philadelphia, Pa. The board has provided summer playgrounds for more than fifty of the schools and is extending the work.

Charles C. Burlingham, on assuming the presidency of the Greater New York City School Board, said: "It is unnecessary to say that in a board made up as ours is, consideration of politics should have no portion in this work. Faithful and efficient employees will be retained without regard to politics, and no one will be appointed because of his political faith."

Cleveland, O. Proceedings have been commenced in the supreme court to knock out the federal plan of school government, at present in vogue in this city. It is claimed that the law creating the federal system is illegal and against the constitution of the state.

A man elected to a local school board in London has sent this letter to the press defining his policy: "The scientific men are gone. I hope we shall have no more dabbings with laboratories and that sort of thing. A good sound elementary education for our children is what we want; good reading, good writing and good arithmetic."

### Night Schools.

Rochester, N. Y. It is proposed to more fully grade the work in the night schools and to give certificates on the successful completion of any branch or subject. The standard of work is to be steadily raised, and such courses opened as there may be a demand for, in addition to the ordinary English branches. There are now large and enthusiastic classes in mechanical drawing, electricity, vocal music, manual training, sewing and cooking.

Philadelphia, Pa. Last year's enrollment of pupils in forty-four night schools at the beginning of the fall term was 14,537; at the end of the fall term, 18,518; average number of teachers, 504; maintenance of night schools for fall term, \$43,315.99.

New Haven, Conn. Last year on the closing of the night schools appropriate exercises were held. An interesting program was rendered, consisting of musical and vocal selections and diplomas and certificates of merit were awarded.

Johnstown, Pa. Last year's night schools proved a failure.

Massachusetts. Last year fifty-one places opened evening schools, with 1,326 teachers and 33,644 students. There was a gain in the average attendance and the average cost per pupil was reduced.

Dayton, O. During the year German instruction was added in the Eighth and Central district schools. Superintendent W. N. Hailman, in his annual report, makes the comment: "The value of German instruction in our schools is not generally understood. Aside from the fact that German is the home language of probably 20 per cent of our children, its study opens to the pupils a literature distinguished alike for a lofty idealism and for its fervent appeals to the heart. Moreover, simply as a second language, German stimulates in language faculty new points of contact, and thus indirectly accelerates and intensifies success in the study of English.

Louisville, Ky. The legislature has authorized the school board to incorporate kindergartens into the school system. For a number of years an association, without any public assistance, has been maintaining these schools.

Chicago, Ill. The experiment inaugurated in November of utilizing the Spry school for social and educational purposes in the evening has proven highly satisfactory. A committee of the Merchants' club has investigated the

## PROGRESSIVE COURSE IN READING

First Book - 132 pages	20c
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Third " 212 "	40
Fourth " 242 "	50
Fifth " 280 "	60

## MORTON GEOGRAPHIES

Elementary ----- 55¢  
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New-Easy-Accurate

## WARREN'S NEW PHYSICAL EDITION GEOGRAPHY 1902

BUTLER, SHELDON AND CO.  
Philadelphia-New York-Chicago-Boston.

innovation and pronounced it a success.

For a time Monday night became "club night" and Friday night "lecture night." After two months of operation the lectures reached an attendance of over 700 and the "club night" was so successful that an overflow night was fixed for Thursday evening. For nearly three months since then the "club" has been split up into sections, for which purpose the building, which contains over thirty class-rooms, lent itself admirably. There has been an average of eight classes held on "club nights," devoted to manual instruction, dressmaking, cooking, music, literature, mothers' councils, etc. The musical class has overflowed with an average attendance of 150. The average attendance at the literary class has been about thirty and that at the manual instruction, sewing and cooking classes about twenty-five each. Besides that, separate "clubs" for women and men have met to discuss domestic and social topics.

A Brooklyn teacher writes: "The trouble with young principals is, that instead of studying the individual characteristics of their teachers and planning to help the teacher along the lines on which they are working, these new young men try to make us all over to fit a new theory no better than ours."

Napoleon had but one criterion of merit—success. The Southworth Arithmetics, tested even by this standard, are the best in the market. During the present year their sales have broken all records. If you are thinking of changing arithmetics are not these remarkable books worthy of your attention? We should be pleased to hear from you.

THOMAS R. SHEWELL & CO.,  
BOSTON. NEW YORK. CHICAGO.

# EAGLE PENCIL COMPANY,

377-379 Broadway, NEW YORK CITY.

Manufacture the largest variety of **Lead Pencils, Colored Pencils, Penholders, Rubber Erasers, Steel Pens, Pencil Compasses, etc.**, which are unequaled for Schools or General Use. Before purchasing your supplies, send for samples and prices and mention this publication.

### Writing in the Schools.

Philadelphia, Pa. The vertical system is taught in the schools. Pupils are permitted to change in the seventh and eighth grades to a slightly sloping round hand, if it is thought desirable to do so.

St. Louis, Mo. Supt. F. Louis Soldon has the following to say on the subject of "vertical writing":

"Without exception children speedily learn to write a clear and easily legible hand, this is after all the most important aim in teaching penmanship. Vertical writing is more natural and easier for the children; they learn its use quickly. Vertical writing is much more legible; children in school must read much written work, this in itself deserves full consideration. It saves the children's eyesight. Moreover, all writing exists for the purpose of being read. Whatever makes writing more legible makes it answer its purpose more fully. The principal reasons for the use of vertical script are based on the consideration of the health of the children, and it should be settled from the educational and hygienic standpoint as to which system protects and preserves the child's physical condition in the best way. Neither the business man's preference nor the professional penman's pet notions, but the educator's experience and physicians' judgment should decide."

Providence, R. I. The vertical system is satisfactory to the teachers, but meets some opposition from business men.

New Orleans, La. Supt. Warren Easton: "The vertical system gives entire satisfaction both from a business man's and teacher's standpoint."

Westerly, R. I. The vertical system of writ-

ing is shortly to be done away with to be superseded by a "modified slant."

San Diego, Cal. The board favors the retention of the vertical system.

San Francisco, Cal. Department Superintendent L. D. Jordan: "It is next to impossible to obtain satisfactory results

by any other than the vertical system. This system permits the confining of the attention to one thing and the doing of this one thing well, that is, the studying of form, and exemption from attention to slant and distance. Where the system is written well, business men have no objection to it.

New York City. Both the vertical and slant systems are used. Superintendent Maxwell prefers vertical.

Dayton, O. Supt. Hailmann: "The vertical system is used with satisfactory success."

Baltimore, Md. The vertical is used through the first six grades. Considerable variation from the vertical is allowed after a good hand has been formed.

### Manual Training.

Seattle, Wash. Manual training in the schools of King county now seems to be an assured fact. County Superintendent Hartranft has been working hard at the idea and his work is now beginning to bear fruit.

Braddock, Pa. Through the generosity of Thomas Morrison, general manager of the Edgar Thomson steel works, of the Carnegie Co., every school building is to be equipped with an industrial school.

Chicago, Ill. Rabbi Hirsch, speaking for the benefit of the Hebrew manual training school,

told an audience that he believes the easy transmission of power by electricity will revolutionize the factory system of the United States in many lines of industry, because "into every house power can be brought which will drive each wheel for the artisan in his own little workshop." The moral and physical benefit of greater privacy will be enormous, the rabbi said, as it will change the method of massing labor under wide roofs, which tends to lose their identity and concentrate their interests away from the home. He thinks the time will come when the independent workers will have more chances than they had when the small factories were the pride of country towns and the means of livelihood for the young folks who lived near them, before the importation of workers and the centralization of industries into big factory towns.

THE STANDARD AMERICAN BRAND.

(ESTABLISHED 1860.)



## SCHOOL PENS FOR Vertical-Writing.

Samples and prices sent to teachers on receipt of return postage.

SPENCERIAN PEN CO.,

New York, N. Y.

**Two American Short-Cuts**

The American Canal will be a Short-Cut to save 30 days' useless travel "around the Horn."

The American Type-Bar is a Short-Cut from key to type which saves 1,200 useless typewriter parts and \$60.00 cash.

IS THE EXCLUSIVE PATENT OF THE  
**American \$40 Typewriter**

Standard Keyboard; Highest Speed and Manifolding Capacity; Ball-Bearing throughout.

Handsome Catalogue sent free if you mention

AM. SCHOOL B'D JR'NL  
THE AMERICAN TYPEWRITER COMPANY  
362 BROADWAY, NEW YORK CITY

Cleveland, O. The vertical system has been taught in the schools six years. Superintendent L. H. Jones favors it very much.



The Rohde Spelling Board, manufactured by C. A. Rohde, Milwaukee, Wis.

## School Board Journal

Somerville, Mass. The single session prevails in the high school.

Milwaukee, Wis. The boys in the manual training department of the East Division high school have petitioned the board to have the hours of study changed from between 1:15 and 3:15 in the afternoon to from 7:15 to 10:15 in the morning.

Malden, Mass. The sessions at the High school open at 8:05 o'clock and close at 1:05.

Cambridge, Mass. The sessions of the Latin and the English high schools begin at 8:30 A. M., and end at 1:30 P. M.

The Pershing, who has had charge of the high school and college textbooks for Ginn & Co. in Pennsylvania, Delaware and Maryland, has resigned, and accepted a position as agent with the Providence Life &

Trust Co. of Philadelphia. His reason for making the change was to avoid the incessant travel which the school book business requires. The Pershing has hosts of friends who wish him great success in his new field of labor.

The Standard School Furnishing Company of Chicago has moved its office and salesrooms to 149 and 150 Michigan Avenue, where it will have more space and increased facilities.

Baltimore, Md. Dr. D. P. Gilman, president of the Carnegie Institute, has tendered his resignation as a member of the school board on ac-

count of important duties requiring a residence abroad for several months.

At the last convention of the Minnesota Educational Association, Supt. Freeman, of Blue Earth county, sprung a sensation in the county superintendent's section by stating that the present system of inspection of rural schools by county superintendents is wholly inefficient, and in many cases a mere formality. He stated, in effect, that the county superintendents of the state of Minnesota were a cheap lot of men and held office not so much on ac-

count of their fitness and ability as because they had the necessary political pull; that in many cases they fail to do what is their manifest duty in removing an inefficient teacher or reporting a school that has not come up to the requisite standard to receive the state aid; and that in many other ways the inspection of rural schools by county superintendents was far from what it should be simply as a result of the superintendents fearing political death as a result of his doing his duty.

Bangor, Me. In his annual report, Superin-

**C**HE C. Hennecke Company begs to announce that it has placed on sale a portrait bust, life size, thirty inches high, of

### WM. McKinley

after a model by the famous sculptor, Cav. Prof. G. Trentanove, Washington, D. C.

*The artist writes us as follows:*

*"It is with a high degree of satisfaction that I deliver you this work. A personal acquaintance with the late lamented President, and the fact that I had before modeled a bust of him after a life sitting, on a commission he gave me a year before his death, to a great extent assisted me in producing so splendid a likeness."*

**PRICE \$12.00.**

Regular discount allowed to Schools.

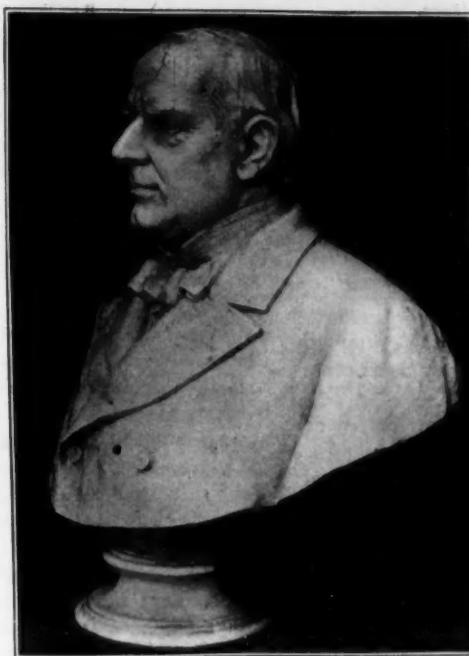
**C. HENNECKE COMPANY,**

Plastic Reproductions of Antique and Modern Sculpture.

MILWAUKEE, WIS.

ESTABLISHED 1862.

Complete Catalogue of our Productions sent on Application.



Patent applied for.

tendent Charles E. Tilton, says: "Medical inspection of schools is not a fad, but a reasonable safeguard that should be demanded by every parent who has children in the public schools."

Lincoln, Neb. State Superintendent Fowler states that less than 16 per cent. of the teachers of the state have had any professional training and that under one-half have a high school education. In view of this showing, Mr. Fowler advocates the establishment of more teachers' institutes, more summer schools and at least one more state normal.



JOSEPH E. HESS,  
Member Board of Education  
Reading, Pa.

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# School Board Journal

## New Rules and Regulations.

Jersey City, N. J. The teachers are up in arms against being forced to take examinations for the positions of principal and vice-principal after having served as teachers for eight years, on the principle that it is practical and not theoretical teachers that are needed, and that their certificates already entitle them to promotion without further examination.

Washington, D. C. A rule prohibits janitors of school houses from smoking or chewing tobacco in or about the school buildings.

Chicago, Ill. President Harris has given all married teachers assurance that they are not to be discharged.

Washington, D. C. All female graduates of the high school completing the regular course of instruction are privileged to enter the Normal school examinations, regardless of age.

Oshkosh, Wis. The principals are required to make written reports each month of the work of each teacher.

Newport News, Va. It is the custom to open the schools with the Lord's Prayer.

Canton, Ill. Rules have been adopted by the board under which permission has been granted the students of the high school to organize an athletic association. It is provided that it be under the direction of a board composed of a member of the school board, one male teacher from the high school, the superintendent and one pupil of the high school. In order to join the association the student must attain a certain rank in scholarship and must have the consent of parents or guardian. If a team is to leave the city to attend meets, special permission must be had from the board, and severe penalties are attached to the use of tobacco or intoxicants.

St. Paul, Minn. The janitors of the school buildings are required to don uniforms of blue cloth and brass buttons during school hours and on their excursions down town.

Cincinnati, O. Supt. Boone has proposed a plan under which bright pupils may complete the high school course in three years, instead of four, as now required. This is to be accomplished by additional studies daily.

Chicago, Ill. Punishment for parents who are responsible for the absence of their children from school is urged by the truant officers.

Boston, Mass. Three classes for defective children have been established.

Philadelphia, Pa. A proposed change in the rules to admit women to equal eligibility with men to serve as principals of "mixed" grammar schools defeated.

Neenah, Wis. It has been proposed that all candidates for the position of teacher be required to send their photographs along with their other credentials in order to give the members of the board a better chance to judge in advance what kind of an appearance the applicant makes.

Columbus, O. It has always been the custom to assign the teachers to their respective grades a few days previous to the opening of school. In the future the committee on teachers and the superintendent will make the assignments directly after their election, which is the first meeting in June and not later than the first meeting in July.

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TO CALIFORNIA**  
TO VIEW THE WONDERFUL MT. SHASTA MINES.  
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## Teachers' Salaries.

Professor Bigler, of the Edinburg, Pa., State Normal School: "I am in favor of teachers being paid wages on which they can live. In many cases the actual salary of the teacher is less than the amount required for the keeping of a pauper in the almshouse."

Wm. T. Harris, United States Commissioner of Education estimates in his last annual report, from the average length of the school year, the average yearly salary of male teachers at \$328.80 and of female teachers at \$274.60.

Covington, Ky. Supt. J. W. Morris' salary increased from \$2,100 per annum to \$2,400.

Baltimore, Md. A rule grants full pay to teachers absent for three days or less where there has been death in the immediate family.

Columbus, O. The teachers are allowed four days' pay in case of death in their immediate family. Substitute teachers are not paid for legal holidays, as regular teachers are.

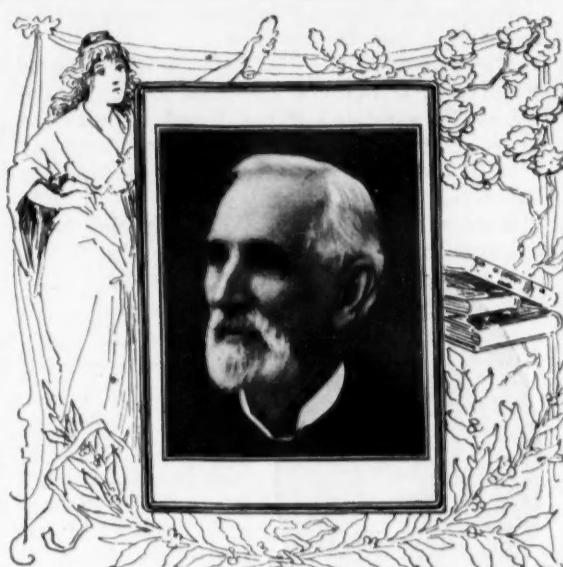
Madison, Wis. State superintendent L. D. Harvey says that there are between 13,000 and 14,000 teachers in Wisconsin. About one-half of these are engaged in graded and high schools and one-half in rural schools. He believes that the efficiency of all of these teachers would be greatly increased if their wages were raised about 25 per cent. He thinks that the teachers of the rural schools are especially entitled to increased pay. The smaller rural schools should be merged, he says, giving schools with an attendance of about thirty pupils each. These would be able to maintain capable teachers at a reasonable salary. The supply of teachers for both graded and district schools would be ample if reasonable salaries were paid.

Marshalltown, Ia. Superintendents salary, \$2,000 per year.

Senator Lodge, of Massachusetts, made an interesting journey to Russia last year, and in the May *Scribner's* he gives his impressions of that great country which is so hard for us to understand. Senator Lodge is not optimistic about the economic future of Russia, taking a somewhat different view from that recently expressed in *Scribner's* by Mr. Vanderlip and Mr. Norman. He sums it up by saying that the "truth is that the Russians are a primitive people and at the same time an old people. A primitive people is economically wasteful, and the Russian system is wasteful and inefficient to the last degree."

The practice of consolidating small schools and transporting the more distant pupils to a central school at the public expense is now being carried out to a greater or less extent in eighteen states, to-wit: Connecticut, Florida, Indiana, Iowa, Kansas, Maine, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, Vermont and Wisconsin.

T. Y. Crowell & Company have in press for immediate publication the authorized edition of Count Tolstoi's new book, entitled "What is Religion?"



LAFAYETTE LYTTLE,  
President Board of Education, Toledo, O.

## Camp Wahalla.

This is the most delightful place in the Northwestern part of the Catskills on the Hill-side overlooking Schoharie Valley in New York state. This is the ideal place for the boys in the summer time. The camp is so delightfully situated and so admirably managed that the best families in New York now send their boys to this camp for the summer months. The physical exercises are healthful and the entertainment of an elevating character. The boys are supplied with delightful food and their education and pleasure is promoted in various ways. For further information address Wilbur S. Boyer, 172 W. 133 Street, New York City.

Oshkosh, Wis. An old time spelling down contest was recently held between several of the ward schools.

Dayton, O. Supt. W. N. Hailman, in his annual report says: "In all schools the beneficial results of calisthenics would be greatly enhanced by the addition of simple apparatus, such as wands, hoops, dumb-bells, and for the larger children, Indian clubs. These, together with class evolutions, would add materially to the aesthetic and social value of the exercises.

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**Chicago Tax Situation.**

BY MARGARET A. HALEY OF THE CHICAGO TEACHERS' FEDERATION.

There has been such a multiplicity of tax suits that confusion as to the exact situation in the tax matter is the inevitable result. Some confusion may be avoided if it is remembered that the teachers tax suit concerned the taxes for the year 1900 only, the facts concerning which, summed up briefly, are as follows:

In the fall of 1900 the Tax Committee of the Federation and the attorney appeared before the State Board of Equalization at Springfield and formally demanded that body to assess according to law the capital stock, including the franchises of the gas, electric light, street railway and telephone companies of Chicago, claiming that in 1899 and previous years the board had unlawfully omitted more than \$200,000,000 of franchise values of five of the public utility corporations alone in Chicago.

The board ignoring this demand, a mandamus suit was begun by the teachers on Nov. 16 (1900), in the Circuit Court of Sangamon County. On Nov. 22 (1900), the State Board of Equalization changed the rule for determining the value of franchises, a few days later assessed these companies and under these new rules on a full value of twelve and one-half millions on their franchises, where we had demanded two hundred millions, and adjourned. The companies paid the taxes so assessed.

The mandamus case went on before Judge Owen P. Thompson, who, on May 1, 1901, declared this assessment of twelve and one-half millions fraudulent, and the new rule under which the Board had arrived at this valuation illegal, null and void and ordered the Board to reconvene and reassess these five companies according to the law and the old rule, which the court declared the Board had set aside illegally.

The Supreme Court of Illinois upheld this decision of Judge Thompson's, and on Nov. 22, 1901, the State Board of Equalization, acting under the order of the Supreme Court, reassessed these five companies, fixing the full value of their franchises for the year 1901 at \$186,000,000 instead of \$12,500,000, as it had been valued first by the Board.

These corporations then appealed to Judge Grosscup in the Federal Court for an injunction to restrain the collection of the tax under this new assessment, claiming they had paid their taxes once for 1900.

On April 4, Judge Grosscup decided to grant these companies the injunction they asked for. He held with the Supreme Court of the state that the first assessment, of \$12,500,000 was fraudulent because too low, but he also declared the second assessment, made by the State Board under the order of the Supreme Court, too high, not because the Board had not obeyed the law as ordered by the Supreme Court of the state, but because the claim was made that other property in the state was not assessed according to law, that is on a basis of full cash value, and therefore this property should not be so assessed. Judge Grosscup then appointed two masters in chancery to make a third assessment according to his idea of what the assessment should be and gave the companies forty days from the date of that decision (or until May 14) to pay the taxes under this new assessment, and refused to issue the injunction except on condition that the companies pay this tax as determined by the masters in chancery. What this amount will be can only be estimated. The county attorney estimates it at \$1,500,000, of which the schools will get about \$600,000 and the city about \$450,000. The assessment set aside by Judge Grosscup's decision would have given the schools over \$1,000,000 and the city more than \$800,000.

The case now before Judge Tuley is the 1901 franchise tax of the Union Traction Co.: it has nothing to do with the back taxes of 1900. The State Board valued these five utility companies for 1901 at \$86,000,000, or about one-half what it valued them for 1900 under the order of the Supreme Court. Most of the companies have paid this 1901 tax, but the Union Traction Co. asked in Judge Tuley's court for a temporary injunction restraining the collection of this 1901 tax amounting to \$398,000. This was denied by Judge Tuley on March 28, and on May 6, Judge Tuley will hear the arguments of that company for a permanent injunction. Meantime the company has paid the disputed \$398,000 to the county treasurer.

After May 6 it will be known whether that \$398,000 will be ordered returned to the Union Traction Co. or held by the county treasurer till the case can be heard in the Superior Court if taken there, or turned over to the school board and other bodies to be used at once.

The total result of the tax agitation and litigation estimated in figures is about \$2,000,000 in franchise taxes on five companies, of which about \$1,000,000 belongs to the school fund. Not one dollar of franchise tax was paid by any of these five companies in the year 1899 when the teachers started their tax investigation. In fact, the law for taxing franchise values had



MR. GUST. BITTERMAN,  
Member Board of Education,  
Johnstown, Pa.



MR. WILL C. HEATH,  
Member School Committee,  
Manchester, N. C.



F. P. STITES, M.D.,  
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The Summer Book just issued by the Lackawanna Railroad contains a series of delightful vacation stories entitled "The Experiences of Pa." Everyone who is seeking a place in which to spend the summer months will be interested in these amusing sketches. The book is handsomely illustrated and describes some of the most attractive resorts of the East. It will tell you where to go, how to go and the price of board; it is called "Mountain and Lake Resorts of the Lackawanna Railroad," and will be sent on request, accompanied by 5 cents in stamps, to T. W. Lee, General Passenger Agent, New York City.

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"Certainly, Georgie."

"Then why do they always call teachers in a college a faculty?"—Chicago Tribune.

"Poor old Baggs! Bad spelling was his ruin."

"How was that?"

"Forged another man's name to a cheque, and spelt it wrong."

# School Board Journal



## CALIFORNIA.

Los Angeles—Board has asked city to vote \$200,000 for Polytechnic high school, and \$480,000 for grammar schools. N. S. Averill, secretary. Gridley—School to be erected. Bishop—A high school to be planned. Lockwood—A 6-room school, costing \$12,000, to be built.

## COLORADO.

Pueblo—An 8-room school, to cost \$20,000, was planned by Architect G. W. Roe.

## CONNECTICUT.

New London—A \$45,000 school to be erected according to plans of Donnelly & Hazeltine. Fairfield—A school to be erected; \$3,000. Stamford—A. H. Bogaardus, architect, has planned an 8-room school. New Britain—A new school to be erected. Write C. D. Hine, secretary, State Board of Education, Hartford. Willimantic—Architects Hartwell, Richardson & Driver, Boston, have plans for a 4-story addition to Normal school. Sound Beach—A \$20,000 school was planned by H. C. Frost. New Haven—Architects Cady, Berg & Lee, 31 E. Seventeenth street, New York City, will erect a building for Yale college; \$250,000.

## DISTRICT OF COLUMBIA.

Washington—A new school to be erected for Columbian University; \$360,000. Address Watson J. Newton, trustee.

## FLORIDA.

Sanford—W. B. Talley, architect, Lakeland, drew plans for the \$10,000 school. South Jacksonville—Architects J. B. Carr & Co., Birmingham, Ala., and Francis J. Norton, Chicago, Ill., and Jacksonville, Fla., have been commissioned by Bishop Handy and the members of the executive board of Edward Waters College to design college building and dormitories; \$40,000.

## GEORGIA.

Sylvester—Architects Lockwood Bros., Columbus, Ga., have plans for a \$10,000 school. Gainesville—The city will vote on \$25,000 bonds for new school. Address mayor.

## IDAHO.

Juliaette—A 2-story school to be erected.

## ILLINOIS.

Chicago—Plans are being prepared for a school for St. Charles Borromeo's parish by Wm. F. Gubbins, architect; \$35,000. Architect Geo. L. Harvey planned addition to the medical and surgical institute for Dr. Nathan E. Wood; \$25,000. Winnebago—New school contemplated. Aurora—Architect Fred W. Worst drew plans for the school for St. Mary's Catholic church; 8 rooms, \$16,000. Kewanee—Architect J. Grant Beadle, Galesburg, Ill., planned new school here. Kankakee—Chandler & Park, Racine, Wis., drew plans for new school. Brighton—Architect Lucas Pfeifferberger, 102 W. Third street, Alton, Ill., has plans for a new college for a cure of stammering, by Clark & Dodge, Brighton. Berlin—A new school to be built. Geo. H. Helmle, architect, Springfield, Ill.

## INDIANA.

South Bend—C. A. Krutsche & Co., Indianapolis, were the architects to receive contract for high, grammar and manual training schools, to be erected at a cost of \$300,000. Architects Egan & Prindiville, 85 Dearborn street, Chicago, Ill., are preparing plans for building for St. Mary's Academy; \$200,000. Talbot—Architect Geo. S. Brown, Lafayette, Ind., has plans for a 4-room school. Somerset—A 6-room school to be erected according to plans of Christian Risser, Wabash, Ind. Bowers—Plans drawn by Geo. T. Griffith, Crawfordsville, Ind., for a 4-room school, were accepted; \$12,000. Peru—East End school to be remodeled. H. P. Flke, architect, 30 Adams street. Converse—B. L. French, architect, Marion, Ind., planned \$20,000 school.

## MODERN AMERICAN SCHOOL BUILDINGS

Treatise on School House Construction. 8vo. xxi. + 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV. is composed of papers originally written for architects and builders and last chapter compiled to complete series. 89 full page illustrations. Sample page and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

## IOWA.

Leon—Plans of Architects Liebbe, Nourse & Rasmussen, Des Moines, were adopted for new school; \$15,000. Red Oak—A 10-room school to be built. F. L. Ingman, secretary. Charles City—School to be remodeled; \$5,000. Iowa City—Contract for new high school let. Lovilla—A new \$6,000 school to be erected. Osage—Addition to Lincoln school; \$6,500. Mt. Vernon—W. A. Fulkerton, architect, Cedar Rapids, Ia., planned \$2,000 addition to school. Orchard—A \$6,000 school planned by G. A. Stoughton, architect, Osage, Ia. Kellogg—A \$5,000 school to be erected. Dike—New school contemplated. Newport—Architect H. O. Pease, Wapello, Ia., has completed plans for a new school. Clutier—A new school to be erected. Spillville—A \$4,000 school to be built. Ireton—School in township of Reading. Also school in Washington district township. Fred Earle, secretary.

## KANSAS.

Burlingame—Architects Holland & Squires, Topeka, planned new \$6,000 school; 4 rooms. Pittsburg—A manual training school, costing \$44,000 to be erected. McCune—Architect Leon A. Hunter, Joplin, Mo., planned new school; \$3,000.

## KENTUCKY.

Owenton—A \$12,000 school to be erected. Somerset—A 12 to 16-room school contemplated. Write Alfred Livingston, superintendent schools. Louisville—Architect H. P. McDonald has planned school; \$30,000. He also has plans for school to cost \$20,000 at South Louisville. Architect C. A. Curtin, Columbia building, has plans for school; \$10,000. Versailles—The Ashland Seminary, F. E. W. Ayres, principal, will be rebuilt.

## LOUISIANA.

Walton—\$10,000 bonds to be issued for new school. T. F. Curley, Secretary Board of Trustees. Newport—Samuel Hannaford & Sons, architects, Cincinnati, O., planned large school. Mandeville—School to be erected by the Baptist Association. Sisters of the Holy Family to build a new school.

## MAINE.

Lincoln—A \$10,000 school to be erected here.

## MARYLAND.

Lutherville—Two buildings for the Maryland college to be erected; \$20,000. Baltimore—A \$30,000 school to replace School No. 10. Address E. D. Preston.

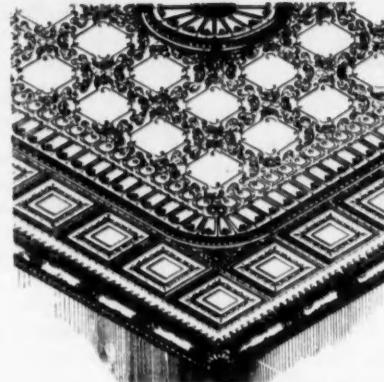
## MASSACHUSETTS.

Easthampton—Architect R. F. Putnam, Northampton, Mass., planned 4-room school here. Groveland—Architect C. Willis Damon, 25 Washington Square, Haverhill, Mass., furnished plans for new high and grammar schools, to be erected. Lynn—Parochial school to be erected for Rev. A. Teeling, pastor. H. W. Rogers, architect. Conway—An \$8,000 school to be erected. Maynard—C. J. Bateman, architect, 7 Exchange Place, Boston, drew plans for the 6-room school; \$25,000. Boston—Architect G. Wilton Leis, 14 Beacon street, has drawn plans for altering the Dwight school. Norton—A \$10,000 school is contemplated. Address Rev. Francis W. Holden, member building committee.

## MICHIGAN.

Unionville—F. W. Hollister, architect, Saginaw, Mich., planned new \$10,000 school. Sault Ste. Marie—A \$25,000 school, 8 rooms, to be built according to plans of Architect Robt. C. Sweatt. Loomis school to be erected. Detroit—Architects Kastler & Hunter, 927 Chamber of Commerce building, have plans for new school for the Sacred Heart of St. Mary R. C. congre-

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gation. Rev. Fr. J. Folta, pastor; \$30,000. Frankenmuth—Five schools to be erected. Dowagiac—Architect Ed. C. Van Leyen, Peninsular Savings Bank building, Detroit, planned high school; \$35,000.

## MINNESOTA.

Vernon Center—A \$7,000 school was planned by Architects Pass & Schippe, Mankato, Minn. Jeffers—Thayer & Hansen, architects, Mankato, drew plans for a 6-room school. Eagle Bend—A school to be built. Write to Chas. Murch, Elk River—An election to vote on \$8,000 for building school, will be called. Deerwood—Proposition for new school to be submitted to vote. Elgin—New school to be built. Address W. Schacht, clerk. Thief River Falls—Chas. R. Aldrich, architect, Minneapolis, planned new \$18,000 high school. Wadena—An \$8,000 Catholic parochial school to be built. Sanborn—An 8-room school is contemplated. St. Peter—Gustavus Adolphus College contemplates a new \$30,000 building. St. Hilaire—A new school is recommended. Padua—New school to be erected. Tenstrike—A new school is contemplated. Comfrey—School to be built here. Minneapolis—Plans for the School of Mines at the University of Minnesota were drawn by Architect Ernest Kennedy, 422 Boston block; cost, \$47,500. An agricultural chemistry building to be erected for the University of Minnesota; \$25,000. Chas. R. Aldrich, architect, 605-9 Lumber Exchange. Litchfield—A \$4,000 school will be built. Lake Benton—School to be erected in town of Drammen. W. F. Pratt, clerk. Erdahl—School to be erected.

## MISSISSIPPI.

Meridian—A \$23,000 school to be erected by Architects Krause & Hutchinson. Booneville—A school to be erected. J. N. Boone, clerk, board of aldermen. Columbus—A new school contemplated. Jackson—Plans will be made for a \$25,000 school. A. P. Lusk, city clerk.

## MISSOURI.

St. Louis—Wm. B. Ittner, school commissioner, drew plans for the McKinley school; \$275,000. Architects Barnett, Haynes & Barnett, 318 N. Eighth street, have planned school for St. Leo's Catholic church. Rev. Fr. Hartly, pastor; \$50,000.

## MONTANA.

Crow Agency—School to be erected. Apply for further information to J. E. Edwards, U. S. Indian agent, Crow Agency. Bozeman—C. S. Haire, architect, Helena, have designed new school here. Gilt Edge—New 4-room school to be built. Missoula—A 3-story academy building for Sacred Heart Academy; \$30,000. Anaconda—Architects M. D. Kern & Co., Butte, Mont., have drawn plans for the high school; \$45,000. Missoula—A. J. Gibson planned Womans' Building for University; \$25,000. East Helena—A 2-story addition to school. J. G. Partridge, clerk.

## NEBRASKA.

Madison—A Catholic school, to cost \$15,000, to be built. Maddock—Two schools to be erected. Dundee—\$16,000 bonds to be voted on for new school. Wayne—Nebraska Normal College proposes to erect a new building, to cost \$16,000. Dawson—I. P. Hicks & Son, architects, Omaha, planned new 2-story school; \$6,500.

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# School Board Journal

## NEW JERSEY.

Bridgeton—A \$25,000 school to be built. J. F. Watson, chairman building committee. Kearney—Geo. E. Teets, archt., 25 Washington Place, East Orange, N. J., drew plans for the new school. New Orange—\$7,500 will be spent on a new school. Address Frederick W. Parks, member board. Springfield—Archt. S. Shapter, Summit, N. J., drew plans for the 8-room school.

## NEW YORK.

Brooklyn—Architects Snelling & Potter, 111 Fifth avenue, have plans for a business college for William Charles, Bedford and Gates avenue, Brooklyn; \$20,000. Norwood—\$6,000 addition to high school. Address village clerk. Freeport, L. I.—A \$25,000 addition to high school. Seaford, L. I.—Board will vote on building a new school. Watertown—D. D. Kieff was selected architect for Hamilton school addition; \$7,000. Oneida—Wilson Potter, 3 Union Square, New York City, is architect for new \$32,000 high school. Bath—Extensive improvements will be made to Havering high school. Address Ira Davenport. Solvay—\$5,000 bonds to be issued for new high school. Yonkers—Architect A. J. Van Suetendael, 15 N. Broadway, has plans for a new \$12,000 school. Glens Falls—A high school is to be erected here. Lockport—Architect Wm. E. Huston planned the 4-room school. Manlius—Buildings to cost \$100,000 will be erected to replace those destroyed by fire at St. John's Military School. Address Col. William Verbeck, headmaster, Manlius. Amsterdam—New parochial school to be built for Rev. Fr. Graf. Norwood—Architect P. M. Oliver drew plans for high school. Address F. L. Smith, member building committee. Clyde—School, recently burned, to be rebuilt. Architect: Joseph Blaby, Palmyra.

## NORTH CAROLINA.

Concord—A graded school planned by Architects Hook & Sawyer, Piedmont building, Charlotte, N. C. Wilson—Architects Wheeler & Runge, Charlotte, N. C., have plans for new school; \$20,000.

## NORTH DAKOTA.

Bisbee—Omeye & Thorl, architects, St. Paul, Minn., planned 4-room school to be built here. Souris—Two schools to be erected. Write T. F. Kinley, clerk. Ellendale—Plans for a \$35,000 hall for the State Manual Training School to be erected. Write W. E. Hicks, superintendent. Minnewaukon—Two schools to be erected. Write D. A. Hill, clerk. Jollette—A school to be built. Leal—School for district No. 22 to be built. H. W. Green, clerk. Litchville—School to be erected. O. A. Olson, clerk. Greenland district No. 47. Rockford—School to be built for district No. 48. D. J. Taylor, clerk. Carrington—A school to be erected in Nordmore District, No. 18. A. O. Snyder, clerk. Forest River—J. Friedlander, architect, Grand Forks, N. D., planned new 4-room school. Ellendale—Plans of M. E. Beebe, architect, Fargo, were accepted for an industrial school for the state; \$30,000.

## OHIO.

Campchase—A 2-room school in district No. 8 was planned by David Riebel, architect, Columbus. Farmer—School in sub-district No. 3 to be erected. R. S. Ensign, president. Cygnet—Harry W. Wachter, architect, Toledo, O., planned school here. Youngstown—Two new schools to be erected. W. N. Ashbaugh, clerk. Greenville—A scientific laboratory to be erected by Grove City College. Lima—A \$75,000 high school will be erected. Cincinnati—Congregation of St. Paul's Catholic church will erect a high school. Des Jardins & Hayward, St. Paul building, architects. Paulding—J. I. Hale, Defiance, O., is architect for new \$10,000 school; 6 rooms. St. Marys—The Holy Rosary congregation will erect a \$9,000 school. A. Kunz, Jr., architect, 955 W. Court street, Cincinnati.

## OREGON.

Wellsburg—Architect Emil Schacht, Portland, prepared plans for \$4,000 school. Ontario—A \$6,000 school to be built. West Lafayette—School to be erected. Wm. Gorsline, president. Georgetown—Special election to be held to vote on new school proposition. Cleves—Citizens here voted for new high school. Address W. H. Glazier, mayor.

## PENNSYLVANIA.

Sinking Spring—Architect Wm. A. Fink, 426 Franklin street, Reading, Pa., has prepared plans for school here. Allentown—The plans of Jacoby, Welshampel & Biggin were adopted for a new school. Elwood City—An election for the issuance of bonds will be held. W. J. McKim, clerk school board. West Liberty—Architect J. A. Long, 1427 Park building Pittsburgh, Pa., planned new school. Munhall—A \$60,000 school to be erected; 8 rooms. Catasauqua—Architect A. W. Leh, Post Office building, South Bethlehem, Pa., designed parochial school, provided by Rev. J. A. Seimetz, of St. Mary's Catholic church. Philadelphia—A 4-story school to be erected for St. Vincent's College, E. Chelton avenue, Germantown; cost, \$50,000. East Stroudsburg—A 3-story school will be erected. T. Y. Hoffman, secretary. Glassport—A 6-room addition to be added to school. Lewistown—A school is contemplated here. Philadelphia—Architect A. H. Moses, 136 S. Fourth street, has plans for a private school. Dale—Architect Jas. K. Boyd, Johnstown, Pa., drew plans for 4-room school.

## SOUTH DAKOTA.

Salem—Rev. Fr. Webber has awarded contracts for parochial school for St. Mary's church.

## TENNESSEE.

Lebanon—An election to be held to vote on \$15,000 bonds. Martin—Architect D. V. Stroop, Chattanooga, drew plans for \$8,000 school. Memphis—An \$8,000 school to be erected according to plans of B. C. Alsup & Co. Architect Walk C. Jones prepared plans for one of the new brick schools; \$8,000.

## TEXAS.

Velasco—A 2-story school to be erected. Write E. P. Hoeble, secretary. Lufkin—School to be built. W. A. Abney, president school board. Wortham—Election to be held to vote on bonds for school.

## UTAH.

Point Lookout—Architect Andrew Funk, Brigham, Utah, drew plans for school.

## VIRGINIA.

Emory—Architects Hoffmester & Döriot, Bristol, Tenn., drew plans for remodeling old building for Emory College. Dr. R. G. Waterhouse, president.

## WASHINGTON.

Spokane—School district No. 81 voted \$150,000 bonds for erection of additions to schools. Plans made by the following architects: Albert Held, one school, \$30,000; L. L. Rand, one school, \$20,000, and one \$5,000; J. K. Dow, one school, \$25,000; Cutler & Malmgren, one school, \$20,000; Preusse & Zittel, one, \$15,000; John Permain, one, \$15,000. All architects are of this city. Ballard—Bond issue projected, to erect a 10-room school. Sunnyside—Addition to old school. Thomas W. Blaker, clerk.

## WEST VIRGINIA.

Wheeling—A \$150,000 high school contemplated. Mannington—Architects Glesey & Faris, Masonic Temple, Wheeling, drew plans for the \$20,000 high school. Pruntytown—Reform School to erect new buildings. Charleston—Architect Mason Maury, Third and Main streets, Louisville, Ky., planned new \$35,000 school, which will contain 16 rooms. Lewisburg—A building to be erected for the Lewis Female Institute; \$60,000. Architects Barrett & Thomson, Raleigh, N. C.

Lewisburg. School will be erected for the Lewis Female Institute. Address, John A. Preston, Secy. Wheeling—A \$150,000 high school contemplated. Mannington—Architects Glesey & Faris, Masonic Temple, Wheeling, drew plans for the \$20,000 high school. Pruntytown—Reform school to erect new buildings.

## WISCONSIN.

Eau Claire—C. L. Brown, architect, drew plans for new school. Belmont—H. Kleinhammer, architect, Platteville, Wis., drew plans for school. Oconomowoc—Architects Van Ryn & De Gelleke, Milwaukee, Wis., are the architects for the new \$30,000 high school. Ellsworth—New high school to be built. M. L. Woodworth, chairman. Wautoma—Architect Fred E. Webster has prepared plans for the new school. Address E. F. Kilian. Oshkosh—Wm. C. Klapproth, architect, drew plans for the \$13,000 parochial school for the Eighth Street Lutheran church. Stevens Point—Architect C. R. Aldrich, 608 Lumber Exchange, Minneapolis, drew plans for school for St. Joseph's Academy. Rev. L. Pescinski, pastor; \$40,000. Shawano—Chandler & Park drew plans for the new school here. Pepin—School to be erected. A. E. Parkinson, architect, Sparta. East Wrightstown—School for St. Mary's congregation. Write P. Leonard, Fountain City—Schick & Roth, architects, La Crosse, planned new high school, to cost \$12,000. Menomonie—J. F. W. Jennings, architect, Madison, is preparing plans for Dunn County Agricultural school. Address N. O. Varnum, county supt. Merrill—Trinity Lutheran school to be built; \$8,000. Architects, Van Ryn & De Gelleke, Milwaukee. Milwaukee—Plans of Archit. Geo. C. Ehlers, 738 Third street, have been adopted for new Ninth Ward school. Oconomowoc—\$30,000 to be spent on a new high school. Address, Thomas Miller, M. D. Racine—Danish College to be erected. D. R. Davis, architect. Belmont—

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A 6-room school, costing \$8,000, to be erected by Architect H. Kleinhammer, Platteville, Wis. Eau Claire—A school to be erected, according to plans of C. L. Brown, architect, at Shawtown. Lonerock—Architect Thos. W. Reely, Ft. Dodge, Ia., has plans for school here.

Shawano—Chandler & Park drew plans for the new school here. Pepin—School to be erected; A. E. Parkinson, Archt., Sparta. East Wrightstown—School for St. Mary's congregation. Write P. Leonard, Fountain City—Schick & Roth, Archts., La Crosse, planned new high school, to cost \$12,000. Menomonie—J. F. W. Jennings, Archt., Madison, is preparing plans for Dunn county Agricultural school. Address, N. O. Varnum, county supt. Merrill—Trinity Lutheran school to be built; \$8,000. Archts., Van Ryn & De Gelleke, Milwaukee. Milwaukee—Plans of Archit. Geo. C. Ehlers, 738 Third street, have been adopted for new Ninth Ward school. Oconomowoc—\$30,000 to be spent on a new high school. Address, Thomas Miller, M. D.

## New Books Received.

Laughlin's Elements of Political Economy. (Revised Edition). By J. Laurence Laughlin, Ph.D., Head Professor of Political Economy in the University of Chicago. Cloth, 12mo, 384 pages. Price, \$1.20. Published by the American Book Co., New York, Cincinnati, Chicago.

Riehl's Das Spielmannsland und Der Stumme Ratscherr. Edited, with notes and vocabulary, by Geo. M. Priest, Instructor in German, Princeton University. Cloth, 12mo, 134 pages. Price, 35 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

Leavitt's Outlines of Botany. For the High School Laboratory and Classroom. Prepared at the request of the Botanical Department of Harvard University, by Robert Greenleaf Leavitt, A.M., of the Ames Botanical Laboratory. Cloth, Svo, 272 pages. Price, \$1.00. Published by the American Book Co., New York, Cincinnati, Chicago.

Northern Europe. Youth's Companion series. 12mo., cloth, 122 pages. Illustrated. List price, 25c. Published by Ginn & Company, New York, Boston, Chicago, Atlanta.

This volume is composed of descriptions and stories which portray interesting aspects of the following subjects: The Faroe Islands, Life in Norway, Scenes in Holland and Belgium, Studies of French Life, Life in the Alps, and a Journey Down the Moselle. It is instructive and attractive reading for either home or school, and is especially suitable for supplementing the formal teaching of geography.

The Wide World. Youth's Companion series. 12mo., cloth, 122 pages. List price, 25c. Published by Ginn & Company, New York, Boston, Chicago, Atlanta.

"The Wide World" presents in a brief and comprehensive fashion graphic pictures of child life in Japan, Egypt, Holland, France, Switzerland, Sweden, South America and Alaska. Among the interesting sketches are "Barbarian Babies," "Dining with a Mandarin," "Some Little Egyptians," "A Visit to Sweden," "An Eskimo Breakfast." The book is attractive in binding, convenient in size, and reasonable in price. It is particularly adapted for reading in the sixth and seventh grades.

## School Board Journal

### Two Text Book Authors.

It is not often that the reviewer has occasion to be enthusiastic over a school book, especially in these days when one text book follows upon the heels of another, and when each educational work eagerly demanded and received with acclamation for the time being gives place to its successor and passes with the ever increasing speed into the files of forgotten books. A most notable exception, however, to this, is "A Reader in Physical Geography," by Richard Elwood Dodge, professor of Geography in the Teachers' College, Columbia University, New York, a new edition of which has just appeared from the press of Longmans, Green & Co. The need of a book on this subject of this sort has long been felt. Coming as it does at a time when methods and materials on the general subject of geography are receiving so much attention, the book will do much toward solving some of the problems as to just how this important subject should be taught in the schools of the country. The number of books on this subject which have come to our notice recently has been large, but strange as it may seem nothing on this side of geography, presented in a form suitable for a reader for the grammar grades has ever been published. True, there have been books suited for more advanced work, mostly written by university or college men, who lack the experience and thorough understanding of the difficulties of the work in the public schools, but it is just here that we note with great pleasure the very evident hand of a scholar who does have a keen appreciation of the difficulties of elementary school work. It is a very encouraging sign of the times when such men as Professor Dodge contribute to the teaching aids, books on the subjects they are so well qualified to write. "A Reader in Physical Geography" will be a boon to any teacher as well as to the general reader. We cannot but envy the boys and girls in our schools who have the advantage of such a book as this one. The style is very clear and lucid, and Professor Dodge is particularly happy in the use of the simile, which will prove most effective in enabling the beginner to interpret the phenomena of nature with which he has not hitherto dealt, in the terms of common everyday experience. As a means of cultivating the observing faculties and of developing the power of tracing the connection between cause and effect, this book is an invaluable aid. The sections on "The Industries of Men" and "The Origin of Land Forms" offer the clearest and most readable presentation of those topics we have ever seen in an elementary work. Much attention is given to human and other life conditions, in so far as they are dependent upon, or determined by, the physical features of the world.

Apart from the great value of the work as above noted, the book as a piece of the bookmaker's art is unrivaled both in excellent typography and magnificent illustrations in half-tone, of which there are nearly one hundred.

Professor William T. St. Clair, whose portrait we present in this issue, is the author of several works on Latin, which have been eminently successful. More especially his beginners' Latin book, "Caesar for Beginners, A First Latin Book," published by Longmans, Green & Co. It is an encouraging sign of the times when men so well qualified as Mr. St. Clair turn to the making of our text-books on the subjects they are so well qualified to handle. It is a singular fact that a great many, if not most of the text books intended for secondary school work, are written by college or university professors and from that point of view, rather than from the secondary school point of view. This fact doubtless accounts for the great number of unsuccessful high school books now on the market. In Mr. St. Clair's latest book he has given us a most scholarly and teachable beginners' Latin book. The demand for a first Latin book which prepares more directly for the second year's work, which is Caesar, has been growing stronger and stronger, and this need is now admirably supplied by "Caesar for Beginners." In this book, in-



RICHARD ELWOOD DODGE,  
Professor of Geography,  
Columbia University,  
New York City.

stead of beginning with a lot of miscellaneous exercises which have no direct bearing on the second year's work, the author begins with simplified Caesar and leads very gradually up to and through the second book of Caesar, which is given complete with notes in the volume. All the grammar necessary is given in the book.

The reputation which Mr. St. Clair has won for himself is creditable, not only to himself, but also to the public. We are glad to know that there is a public with sufficient discrimination and time to give honest labor the full and patient attention it demands, and what reputation Mr. St. Clair has acquired he has undoubtedly earned by dint of good and sound work. He has secured for himself an audience, and whatever he writes is in no danger of being overlooked. In these days, when one publication follows upon the heels of another, and when each educational book eagerly demanded and received, gives place to its successor and passes into the file of forgotten books, it is indeed gratifying to see the success of a book of such substantial and permanent value as Mr. St. Clair's "Caesar for Beginners."

### Selection and Compensation of Teachers.

By JUDGE ALDRO JENKS.

(Concluded from Page 4.)

and it is of great importance in that of teaching. Yet, I venture to assert, that the average experience of the teachers in our district and graded schools does not exceed four years. This is altogether wrong. The compensation should be such as to induce the brightest of our young men and women to fit themselves for teaching as a life's vocation.

I am pleased to note that the tendency is towards higher wages. I personally know of many young ladies who have graduated at our high schools and then from Normal Schools who are earning not more than \$25 per month as teachers,—teaching only eight or nine months at the most, in the year. This would give them, at the highest rate, and for the longest term, \$225 per year from which we must deduct their board for the entire year which cannot be less than \$2.50 per week, which would leave them as a net result of their labor \$100 per year, a sum considerably less than they could earn as servants in somebody's kitchen.

What incentive is there if wages are to be kept at this figure, for young ladies to fit themselves for teaching? And in the case of a young man, the disparity in wages is still greater.

Undoubtedly the low wages are a detriment to the prosperity and success of our high schools, colleges and other educational institutions. If the era of low wages is to continue, fewer and still fewer will seek to avail themselves of the advantages of higher education that are being held out to them.

### Heating and Ventilating.

Chester, Pa. The Johnson system of temperature regulation is in use in new high school, and is so connected with the heating plant that the temperature is automatically kept at 70 degrees.

Sodus, N. Y. Contract to install the heating and ventilating system in the new school house awarded to the American Warming and Ventilating Co.

The school years of the child include the period of his greatest physical development. About one-fourth of his time is spent in the school room. Hence, it is all-important that the heating, lighting and ventilation of the school building be such that it will in no way hinder his physical, moral, or mental development.

Boise, Idaho. Lewis & Kitchen, Kansas City, Mo., captured the heating contract for the new high school. The fan system of heating and ventilating is to be installed.

Merrill, Wis. Heating contract for the new high school awarded to the H. Moores Co., of Milwaukee.



PROF. WM. T. ST. CLAIR.  
Male High School,  
Louisville, Ky.  
supplied by "Caesar for Beginners." In this book, in-

Baltimore, Md. The school houses are to be renamed after men distinguished in Maryland history.

Greater New York. Under the direction of the board, a corps of fifty medical inspectors or one for each district, of about 10,000 pupils each, daily visit the schools. The cost is about \$50,000 a year.

Philadelphia, Pa. The present system of voluntary medical inspection, that is, a number of physicians volunteered to do the work gratis, has not proven satisfactory. The board is contemplating the substitution of paid medical inspectors.

### Elections and Appointment.

#### PENNSYLVANIA.

Steelton—M. D. Pratt, president; James A. Bell, secretary; L. E. McGinnes, superintendent; W. A. Attick, treasurer; J. B. Martin, A. B. Smith, W. M. James, L. V. Buser, W. F. Darby, George E. Coulson, Morris E. Selders.

Warren—D. I. Ball, president; C. W. Arird, M.D., secretary; W. S. McGowan, superintendent; A. J. Hazeltine, treasurer; R. F. Van Dorn, Frank Morrison, J. E. Blair, Chas. Chase, W. J. Knox, W. D. Hinckley, C. N. Talbott, C. B. Tucker, F. M. Knapp.

Newcastle—W. E. Patterson, president; J. G. Nothdurft, secretary; J. W. Canon, superintendent; W. H. Falls, W. R. McKee, J. P. Caldwell, D. Jameson, G. W. McCracken, J. C. Smith, H. H. Vandegrift, E. I. Agnew, James Horton, J. L. Wilson, Dr. P. Shoaff, Samuel Barnes.

Easton—Dr. E. M. Green, president; H. R. Miller, vice-president; Dr. J. W. H. Knerr, secretary; Wm. W. Cottingham, superintendent; James R. Butz, treasurer; James Donnelly, Ephraim Bowers, J. A. Siegfried, M. B. Hellick, J. W. Weaver, Samuel Kline, Martin Rausch, W. C. Pearce, J. A. Waltman, I. S. Cameron, H. P. Kinsey, F. W. Stewart, R. F. Stotz, Emanuel Lerch, Jacob Raub, Enoch N. Arnold, G. W. Hartzell, J. Gomringen, Thomas Kane, John Coyle, T. J. Shanberger.

Tyrone—T. T. Shirk, president; W. C. Canon, secretary; I. C. M. Ellenberger, superintendent; D. S. Kloss, treasurer; Rev. F. L. Bergstresser, H. C. Albright, S. P. Eby, H. M. Gray, J. A. Miller.

#### WISCONSIN.

Grand Rapids—H. Rablin, president; Geo. P. Hambrecht, secretary and superintendent; J. P. Horton, I. P. Witter, E. Roenius, E. R. Griffith, A. McMillan, L. M. Nash, A. L. Ridgman, M.D., W. H. Reeves, A. L. Fontaine, T. A. Lipke, T. A. Taylor, A. N. Palmer, E. Oberbeck, Guy Nash, F. Pomainville, M.D.

#### SUPERINTENDENTS.

Monroe, Wis.—George W. Swartz.

Iron Mountain, Mich.—L. E. Amidon.

Fremont, Neb.—J. L. Laird.

Akron, O.—H. V. Hotchkiss. Salary, \$3,100.

### A BURNING BLACKSMITH.

#### CHANGED FOOD AND PUT OUT THE FIRE.

Even sturdy blacksmiths sometimes discover that, notwithstanding their daily exercise and resulting good health, if their food is not well selected trouble will follow, but in some cases a change of food to the right sort will quickly relieve the sufferer, for generally such active men have fine constitutions and can, with a little change of diet, easily rid themselves of the disease.

I. E. Overdorf, Vilas, Penn., a blacksmith, says, "Two months ago I got down so bad with stomach troubles that I had to quit my business. About ten o'clock each morning I was attacked by burning pains in the stomach, so bad I was unable to work.

Our groceryman insisted upon my changing breakfasts and using Grape-Nuts Breakfast Food instead of the ordinary breakfast of meat, potatoes, etc. So I tried and at once began to mend. The new food agreed with my stomach perfectly and the pains all ceased. I kept getting better and better every day and now I am able to follow my business better than before in years. I am a thousand times obliged to the makers of Grape-Nuts for the great benefits the food has given."

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Peckham, Little & Co.....New York	N Y Silicate Slate Co.....			
Central Sch Supp H...Chicago & N Y	Potter & Putnam Co.....			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
<b>ERASERS.</b>	<b>ERASERS.</b>			
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Peckham, Little & Co.....New York	Smith & White Mfg Co.....Holyoke, Mass			
Central Sch Supp H...Chicago & N Y	.....Milwaukee, Racine, Wisc.			
.....Williamsport, Pa.	Franklin Educational Co...Boston			
<b>ERASERS.</b>	<b>ERASERS.</b>			
Hammett, J. L. Co...Boston, N. Y.	Hopper-Morgan Co.....			
Peckham, Little & Co.....New York	Hammett, J. L. Co...Boston, N. Y.			
Central Sch Supp H...Chicago & N Y	Smith & White Mfg Co.....Holyoke, Mass			
.....Williamsport, Pa.	.....Milwaukee, Racine, Wisc.			
<b>ERASERS.</b>	<b>ERASERS.</b>			
Hammett, J. L. Co...Boston, N. Y.	Chandler & Barber.....Boston			
Peckham, Little & Co.....New York	Milton-Bradley Co...Springfield, Mass			
Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
<b>ERASERS.</b>	<b>ERASERS.</b>			
Hammett, J. L. Co...Boston, N. Y.	Central Sch Supp H...Chicago & N Y			
Peckham, Little & Co.....New York	Smith & White Mfg Co.....Holyoke, Mass			
Central Sch Supp H...Chicago & N Y	.....Milwaukee, Racine, Wisc.			
.....Williamsport, Pa.	Franklin Educational Co...Boston			
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Peckham, Little & Co.....New York	Hammett, J. L. Co...Boston, N. Y.			
Central Sch Supp H...Chicago & N Y	Smith & White Mfg Co.....Holyoke, Mass			
.....Williamsport, Pa.	.....Milwaukee, Racine, Wisc.			
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Peckham, Little & Co.....New York	Milton-Bradley Co...Springfield, Mass			
Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
<b>ERASERS.</b>	<b>ERASERS.</b>			
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Central Sch Supp H...Chicago & N Y	Central Sch Supp H...Chicago & N Y			
.....Williamsport, Pa.	Central Sch Supp H...Chicago & N Y			
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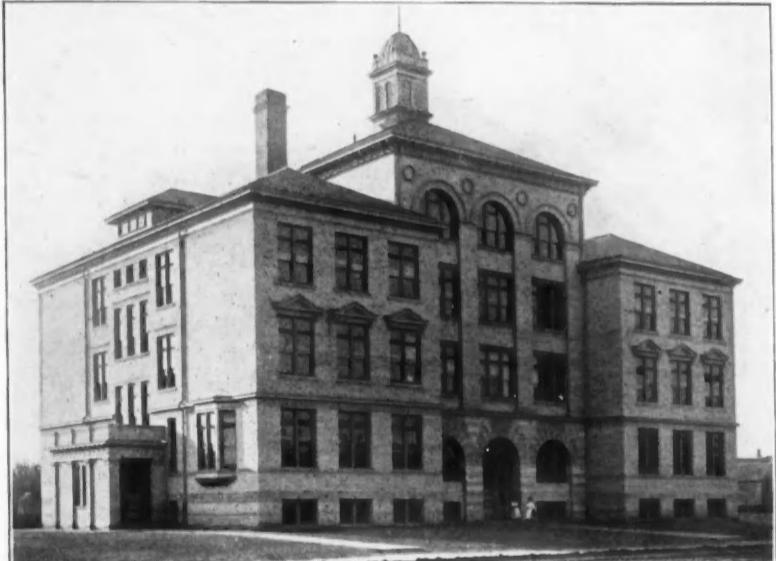
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